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ABSTRACT

Activities conducted under a grant from the Division of Adult Education Programs, U.S.O.E., are reported on. The Project included the 1970 National Institute on Instructional Television and Adult Basic Education and a variety of pre-Institute activities and post-Institute follow-up activities. State Directors of Adult Basic Education or their equivalent in all 50 states were asked to send teams of two to four persons from their states. The faculty for the Institute was selected for its expertise in specific areas, as well as for its general ability to work well together in conducting an effective, consistent and meaningful program. The Institute lasted three weeks, with the first week focused on each professional group learning about the other's professional field. The second week and early portions of the third week were devoted to script preparation and actual production of television programs. At the end of the third week the teams developed goals for the utilization of television in their back-home situations. Follow-up activities were conducted. The Institute was judged a success as a result of both formal and informal evaluation procedures. (Author/CK)

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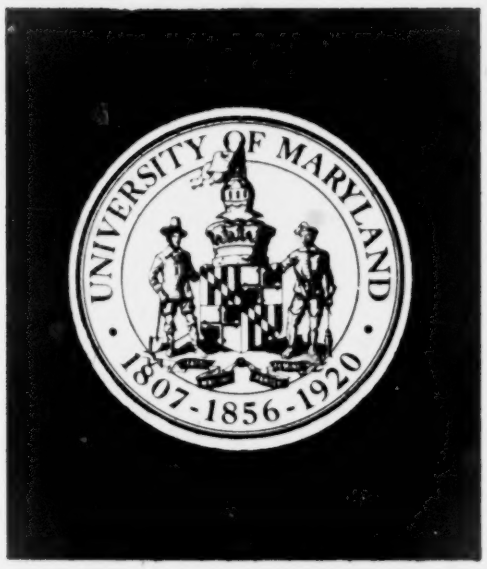

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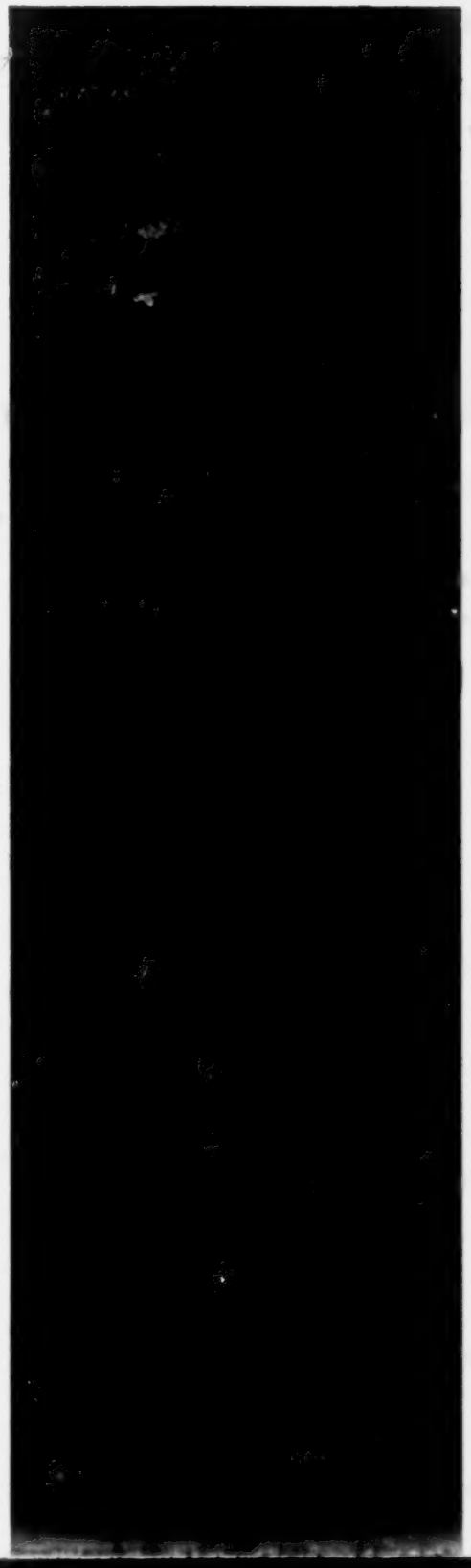

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1970 NATIONAL INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION

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UNIVERSITY OF MARYLAND
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Final Narrative Report

1970 NATIONAL INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION

Conducted by

The Conferences and Institutes Division
University College

and

The Division of Radio and Television
Department of Speech and Dramatic Arts
College of Arts and Sciences

of

THE UNIVERSITY OF MARYLAND

College Park, Maryland

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Preface

This national project was undertaken by the University of Maryland based upon the success of a similar 1969 Regional Institute on Instructional Television and Adult Basic Education. Still, some trepidation remained at the thought of bringing together two very diverse and highly professional groups of people -- television producers and directors and adult basic educators. Two such professional groups -- one very technically oriented, and the other more people oriented -- could have many points of direct conflict. Our success with the 1969 Institute reassured us that the workshop nature of the Institute enabled the participants to overcome professional differences. The fact that there were very few conflict situations during either the 1969 or the 1970 Institute is a tribute to the participants as well as to the staff.

As Project Director, I would like to express my personal appreciation to the Project Staff, especially to Dr. Aylward, my Co-Director, and Mr. James P. Baker, our Administrative Coordinator, for their support, encouragement, and hard work prior to, during, and following the Institute. A special note of appreciation is also due Dr. Kirkley, Mr. McCleary, Dr. Weiss, Mr. DuMonceau, and Dr. Quinn, members of the full time staff, for their tremendous contributions to the project.

A special note of thanks is due Mr. James Parker, Project Officer, Adult Basic Education Branch, U.S.O.E., for his time, efforts, encouragement and support of the project. For his counsel and advice I am very grateful.

John H. Buskey
Project Director

I. ABSTRACT

Reported herein are the activities conducted under a grant from the Division of Adult Education Programs, U.S.O.E. * The Project included the 1970 National Institute on Instructional Television and Adult Basic Education and a variety of pre-Institute activities and post-Institute follow-up activities. The Project was conducted between April 1, 1970 and June 30, 1971, a 15-month period although some follow-up activities were not concluded until August 1971. It was funded for $73,998.00.

The Summer Institute was conducted in College Park, Maryland, July 12-31, 1970. State Directors of Adult Basic Education or their equivalent in all 50 states were asked to send teams of two to four persons from their states. Each team was to consist of one or two ABE representatives and one or two television producers or directors. Forty-seven participants came from 18 states and Puerto Rico. Twenty-one were TV personnel and twenty-six were ABE personnel.

The faculty for the Institute, a total of 11, was selected for its expertise in specific areas, as well as for its general ability to work well together in conducting an effective, consistant and meaningful program. The majority of the faculty served on both the 1969 and 1970 Institute staffs. The Institute lasted three weeks, with the first week focused on each professional group learning about the other's professional field. Experiences included field trips, lecturers, "hands-on" activities and group discussions. The second week and early portions of the third

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*The Final Report includes this document plus four others: (a) Participant Notebook; (b) Faculty Guide; (c) A Guide to Television Basics; and (d) Financial Report (submitted separately).

week were devoted to script preparation and actual production of television programs, which ranged in length from 30 seconds for promotional spots to approximately 13 minutes for instructional programs. Eighteen separate programs were produced. At the end of the third week the teams developed goals for the utilization of television in their back-home situations.

Follow-up activities were conducted during the period August 1, 1970 through August, 1971. The Project Director had several communications with participants and as a result the following activities were conducted:

(a) Each participating state received one copy (either 16mm kinescope or video tape) of all 18 programs produced by teams during the Institute.

(b) With funds supplied by the Project, Indiana developed a multi-media adult basic education recruitment kit.

(c) The Project funded a two-day seminar on utilizing TV in reaching adults in the southern Appalachian and Tennessee Valley region. Cooperating agencies included the University of Tennessee, Tennessee Valley Authority and Morehead State University.

(d) The Project funded a two-day seminar in Oregon to explore the possibilities of developing a tele-communications project patterned after the RFD model for use with adults in the Northwest.

(e) Consultants were provided for Texas to develop plans for utilizing television in adult education.

(f) The Project funded a two-day workshop in Utah on ITV and ABE.

(g) The Project funded a three-day planning conference in Boise, Idaho on utilizing TV in ABE.

(h) A presentation on the Institute was made at the Region III meeting in Philadelphia in October, 1970.

The Institute was judged a success as a result of both formal and informal evaluation procedures. An independent evaluator called it one of the most innovative institutes conducted in recent years.

II. INTRODUCTION

In the cybernetic age of the 1970's and 80's, the American citizen's ability to survive and prosper will depend increasingly on his brainpower and less on what he can do with his hands. Our commitment, as a nation, to work for the solution of the great social problems of poverty, crime, and unemployment, underscores the need to upgrade the basic skills of reading, writing, computation, basic living and communication of the millions of adults in this country who are functionally illiterate, and another 10 million or so who have less an eighth grade education. New educational technologies must be applied in a massive national attack on adult illiteracy.

With this problem as background, the State Directors of Adult Basic Education in U.S.O.E. Region III met in Charlottesville, Virginia from February 29 to March 1, 1968, to discuss their most crucial in-service training needs with representatives of several universities in the Region. The Directors proposed the establishment of several summer institutes and urged the University of Maryland to develop and conduct an institute on educational television for teachers, teacher trainers, administrators and television production personnel in their states. Such an institute was designed and conducted July 6-25, 1969 to acquaint adult basic educators on the one hand, and television producers on the other hand, with one another's problems and to enhance the impact of television on adult basic education with its largely scattered student body.

Following the success of this first Institute which was limited to Regions I, II, III, and IV, the University submitted a proposal to the U.S. Office of Education for a 1970 National Institute on Instructional TV and Adult Basic Education. The project was funded in the amount of $73,998.00 for fifty participants; the project began operation on April 1, 1970 and continued through June 30, 1971, although some follow-up activities were not concluded until August 1971. The major activity of the project was the National Institute, July 12-31, 1970. It was followed by a variety of activities designed to disseminate and implement skills and plans developed during the Institute.

OBJECTIVES OF THE INSTITUTE

As a result of discussions with participants in the 1969 Institute and the State Directors, the evaluations of the 1969 Institute, and the experiences of the University Project Staff, the following objectives were considered most relevant to a 1970 National Institute focused on the problems and prospects of television in relation to adult basic education:

1) To demonstrate the present value and future promise of the concept of instructional television to teachers, teacher trainers, and administrators in adult basic education.

2) To help ABE personnel to develop a basic understanding of television equipment, its operation, and the complete process of program development.

3) For television production personnel to acquire an understanding and appreciation of the problems, concerns, and nature of adult basic education.

4) For television production personnel to acquire a knowledge of curriculum development processes, educational materials, and educational technologies and equipment used in adult basic education programs.

5) To explore the advantages and disadvantages of various systems of instructional television as they exist or as they might be developed.

6) To examine the ways in which the principles of adult learning and motivation can be integrated most effectively in this medium.

7) To analyze the unique problems of communication inherent in most adult basic education situations and determine the implications such problems have for the methods and materials developed for instruction by television.

8) To exchange information, evaluate recent experiments, and establish objectives and priorities for future developments in the field of adult basic education through television.

9) To develop team skills and knowledge necessary to produce pilot tapes demonstrating the best thinking of the adult basic education leaders and television personnel attending the Institute.

OBJECTIVES (Continued)

10) To develop plans and methods for implementing adult basic education through numerous applications of the television medium in the participating states.

11) To provide follow-up on-site consultation and support as requested by adult basic educators and TV producer-directors in the participating states in order to insure implementation of plans developed during the formal sessions of the Institute.

The Project was administered by the Conferences and Institutes Division of University College, University of Maryland, and was directed by Dr. John H. Buskey, Director of Conferences and Institutes Division. Co-Director was Dr. Thomas J. Aylward, Professor and Director, Division of Radio and Television, Department of Speech and Dramatic Arts, College of Arts and Sciences. Administrative Coordinator was Mr. James P. Baker, Conference Coordinator, Conferences and Institutes Division. The planning and content of the Project was a joint undertaking by the two Divisions.

The balance of this portion of the Report is divided into three major parts. Part III describes the Summer Institute -- its planning, content and evaluation; Part IV is a description of the follow-up activities -- their nature, implementation, and results; and Part V is a descriptive evaluation. Also included are Appendices containing specific data and documents relating to Parts III, IV, and V.

In addition to this document, there are four other documents which together comprise the Final Report for this Project. These are: (a) Participant Notebook; (b) Faculty Guide; (c) A Guide to Television Basics, and (d) Financial Report (submitted separately). Each of the first three documents was prepared especially for the use of participants and/or faculty in the Summer Institute.

III. 1970 NATIONAL INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION

Background

With the emphasis on reading by the former U.S. Commissioner of Education, Dr. James Allen, and his explicit challenge on November 10, 1969 to the National Association of Educational Broadcasters (NAEB) to join the National "right to read" program, this Institute attempted to respond to that challenge. The 1970 Institute, several of whose staff members are NAEB members, focused on encouraging development of subject matter content materials with special emphasis on the teaching of reading skills.

In view of the expressed need of the State Directors, the successful 1969 Summer Institute, the interest generated among the various states, the University's experience in the first series of adult basic education institutes sponsored by the Ford Foundation in 1965, the interest and capability of the faculty and TV studios of the University's Speech and Dramatic Arts Department, the experience of the Conferences and Institutes Division in program development, and the facilities of the residential Center of Adult Education, the University submitted a proposal for funds under Section 309 of the Adult Education Act of 1966 to conduct a National Summer Institute with extensive follow-up consultations for approximately 15 to 20 states who are interested in utilizing television in their adult basic education program.

Planning Meeting

The grant was approved April 1, 1970 and a planning committee meeting was held April 26-27, 1970 at the University's Center of Adult Education in College Park. The project director, co-director, coordinator, media specialists, education specialists, a representative from the University of Denver's Department of Mass Communication, and a representative from the Rural Family Development (RFD) Project, WHA-TV, Wisconsin, comprised the planning committee. A list of committee members is included in Appendix A.

The major purposes of this meeting were (a) to refine specific objectives and processes for the three-week Summer Institute, and (b) to establish specific criteria for selection of participants. Objectives #1 through #10 listed earlier in this report were those used to develop content and behavioral activities for the Institute. Objective #11 deals with follow-up activities and will be discussed in Part IV of this report.

PARTICIPANTS

States were selected for participation in the Institute on the basis of their readiness to implement television programming in their adult basic education programming efforts. It was believed that selection of states with existing or imminent capability for television production and broadcasting would produce the greatest immediate and long range benefits to adult basic education programs.

The State Directors of Adult Basic Education in interested states were asked to select teams of two to four representatives

from each state to send to the Institute in order to assure a carry-over of conference learnings to the back-home situation. Criteria for selection of participants was based on the needs of the state agency in the areas of instructional television, as well as on the individual learning needs of the prospective participants.

Ideally, teams were to consist of two people in instructional television who have responsibilities in the writing, directing, and producing of programs, and two teachers, teacher trainers or administrators in adult basic education whose current or future job responsibilities indicate a need to use instructional television in the achievement of their adult education goals.

Specifically, the selection criteria for state teams were as follows:

(a) Teams should consist of members who will have an opportunity to work together back-home.

(b) Teams should be evenly balanced among television personnel and adult basic educators.

(c) Television personnel should be experienced in television production and have current job responsibilities with instructional television or educational television system; they should be able to put together television programs; they should have knowledge of the main procedural steps in building a content unit of learning; and they should be able to depict this visually.

(d) Among adult basic education personnel, one person should possess an understanding of the total ABE picture in the state. The other ABE person should have expertise in curriculum development. Hopefully, both will have had considerable experience with ABE classroom teaching. Specific skills necessary for both ABE personnel include:

    (1) understanding the educationally disadvantaged adult as a learner;

(2) an ability to formulate behavioral objectives and to design a specific unit of content material to meet these objectives;

(3) an ability to evaluate the effectiveness of a specific unit of learning.

If states could only send two persons, they were asked to select persons who met as many of the above criteria as possible.

It was hoped that states who sent people to the 1969 Institute would be able to send additional personnel to the 1970 Institute. The total number of participants was not to exceed 50 due to the intensive nature of the Institute and the high degree of participant involvement in team work and television production activities.

For the most part, State Directors were able to follow-through and select qualified personnel. Some states, however, were able to send teams of only two; three states sent only one person as a resuit of last minute cancellations. Forty-seven participants, representing 18 states and the Territory of Puerto Rico attended the Institute. Twelve of those states with a combined representation of 27 participants had not sent representatives to the 1969 Institute. A complete list of participants with their state and ABE or TV affiliation appears in Appendix B.

The Faculty

The faculty for the Institute consisted of eight full time and three part-time individuals. The faculty was selected for its expertise in specific areas, as well as for its general ability to work well together in conducting an effective, consistent, and

meaningful program. Several of the faculty were also involved in the formal planning meetings preceding the Institute. Following is a list of the faculty with a list of the content and/or administrative areas for which they were responsible:

Faculty	Content/Administrative Area
*Dr. John H. Buskey Project Director	-Overall Direction, Administration and Design of Project -Follow-up Activities -Guidance for Script Writing Teams
*Dr. Thomas J. Aylward Project Co-Director	-Designer of and Lecturer in TV sessions of Institute -Follow-up activities related to TV -Production Guidance for Script Writing Teams
*Mr. James P. Baker Project Administrative Coordinator	-Project Administration -Author of Faculty Guide -Prepared Participant Notebook
*Dr. Emily Quinn (ABE Faculty)	-Leader of sessions on ABE for TV personnel -Guidance for Script Writing Teams -Learning and Working Together
Mrs. Naomi Baurenfeind (ABE Faculty)	-Culture of the Educationally Disadvantaged -Educationally Disadvantaged Adult as a Learner
Dr. Edgar Boone (ABE Faculty)	-Curriculum Development -Practicum on Curriculum Development
*Dr. Donald H. Kirkley (TV Faculty)	-Co-author of TV Basic Guide -Lecturer in TV sessions for ABE personnel -Production Guidance for Script Writing Teams

Faculty	Content/Administrative Area
*Mr. Robert McCleary (TV Faculty)	-Co-author of TV Basic Guide -Lecturer in TV sessions for ABE personnel -Production Guidance for Script Writing Teams
Mr. Carl Schramm (TV & ABE Faculty)	-Production Guidance for Script Writing Teams -Lecturer in TV sessions for ABE personnel -Content Guidance for Script Writing Teams
*Mr. Michael DuMonceau (TV Faculty)	-Production Guidance for Script Writing Teams -Lecturer in TV sessions for ABE personnel
*Dr. Gene Weiss (TV Faculty)	-Production Guidance for Script Writing Teams -Lecturer in TV sessions for ABE personnel

The full time faculty worked together very well and in addition to leading specific sessions in their area of expertise, provided continuing guidance as consultants to each of the six script writing teams. A list of faculty with their professional positions appears in Appendix B.

*Indicates full-time faculty of Institute: others were part-time.

INSTITUTE RATIONALE, CONTENT, AND SCHEDULE

Development of the Institute began with the assumption that all participants were experienced in their respective fields and had some history of success in them. Although the participants received a pre-exposure to the Institute through a packet of specially selected and prepared reading materials sent to each participant prior to the Institute, the developers believed that people who are experts in adult basic education are not likely to be knowledgeable about the nature of television production, and that the professional television personnel will not be very familiar with adult basic education. Therefore, the first week of the Institute was devoted to providing knowledge and understanding of each other's fields. A general principle made explicit throughout the Institute was the advantages as well as the disadvantages of television as a medium for adult basic education.

Prior to arrival the participants were grouped into six regional teams. A roster by teams is included in Appendix C. After an orientation and overview of the Institute the first full day was spent in processes designed to develop ways of learning and working together as professionals. Following that, the television personnel spent most of the first week looking at the historical development of adult basic education, the culture of the educationally disadvantaged (rural and urban), the adult as a learner with a view of the teaching-learning process, curriculum development, and evaluation. These learnings were supplemented by field trips to District of Columbia adult basic education projects. Trips were arranged to Project CALL which serves voluntary learners who use a variety of

programmed materials, and to the Adult Education Demonstration Center, which uses both formal and informal educational techniques in dealing with voluntary adult learners. At the same time that the television personnel were acquiring an understanding of the scope and problems of adult basic education, the adult basic educators were acquiring basic knowledge and understanding of television program planning, script writing, use of graphic and visual aids, the production of scripts, and the operation and use of television equipment.

At the end of the first week, participants began to develop skills in team-building and problem-solving. Teams exchanged ideas on how the two fields can work together to solve the broad problems of adults who require adult basic education. From this cross-fertilization of ideas, a rationale for the effective utilization of television in adult basic education was developed. The last day of the first week and the balance of the second and third weeks were devoted to the writing of scripts and production of: (a) a promotional/public relations program; (b) a content program; and (c) a teacher training program. Teams were encouraged to focus on innovative scripts dealing especially with teaching of subject matter content or skills relating to subject areas such as reading, writing, computation, family life, consumer education, citizenship and similar topics. Following the actual television production of scripts by the teams, each program was evaluated by the entire Institute staff and participants. After this, the teams focused on team-building by looking at how they worked together in their teams.

After the critique of the final productions on Wednesday of the third week the teams and the Institute staff conducted a general review and critique of their production experiences. On Thursday, teams began developing goals for the utilization of television and other educational technologies within their states and strategies for implementing their goals. The Institute closed as the teams shared their goals and strategies for implementation with each other. A Certificate of Attendance was awarded to each participant at closing ceremonies.

A list of the team members, a description of the context in which the programs were produced, sample scripts of the 18 productions, and the team proposals appear in Appendix C. A detailed schedule of the entire 3-week Institute appears in Appendix E.

The major outcomes of the Institute were fourfold:

(a) production of 18 television programs;

(b) a set of goals for each state to accomplish following the Institute;

(c) individual capability in designing television programs for adult basic education;

(d) creation of "team" attitudes for follow-up activities.

Further documentation of items (c) and (d) is shown in the "Evaluation" section of this report.

Methodology

Perhaps the major methodological consideration in designing the Institute was to emphasize a "hands-on" experience for participants. Specific lectures or lecturer-discussions were given only as necessary to provide a context for participant involvement in

specific activities. ABE participants were given specific opportunities to learn how to operate television equipment, while TV personnel had specific opportunities to develop curricula and observe ABE classrooms. Following the first week, little "instruction" took place in formal situations; teams were given deadlines to meet for script writing, film shooting, acquisition of properties, securing of actors from among fellow participants, rehearsals, and final productions. Teams worked under intense pressure, having available any or all of the eight full-time Institute faculty to provide guidance, answer questions, be a sounding board, or assist in the acquisition of permissions, props, etc. Thus, teams worked quite independently, using as a base a special office assigned to them in the Center of Adult Education.

Program Materials

Participants were provided with a variety of materials on television, adult basic education, and educational television. Some materials, in the form of a Handbook and a folder of printed documents, were given to participants for their personal use. Many other materials were placed in a library available 16 hours a day to participants and staff. A list of these materials appears in Appendix F. Mr. William Winters, Librarian of University College, assisted greatly in acquiring the materials and setting up the library for the Institute.

Conclusion

The 1970 National Institute was quite successful in the opinion of the staff and plans were made immediately to begin follow-up activities to take advantage of the enthusiasm generated among participants.

IV. FOLLOW-UP ACTIVITIES

The contract time following the Institute, the period August 1, 1970 through June 30, 1971, was devoted to several types of activities. Several different major follow-up activities were undertaken from among those proposed by states and some extended through August 1971. Financial commitments and arrangements were made prior to June 30, 1971, however.

In May 1971, the Project Director wrote to Institute participants and State Directors of Adult Basic Education (See Appendix G) attempting to bring them up-to-date on the follow-up activities and to solicit by questionnaire specific proposals from them about their needs and desires. The letter suggested three kinds of potential projects or activities:

(a) consultation with states;

(b) support for ABE-TV Workshops like the Summer Institute;

(c) support for state or regional planning meetings.

Projects in each of these areas were conducted and each is described below.

A. Copies of Institute TV Programs.

As part of the follow-up activities provided for in the original proposal, the University of Maryland edited and distributed to each participating state one copy of all the television programs produced during the Summer Institute by teams of participants. Altogether, 18 programs were produced, ranging in length from less than 30 seconds to 20 minutes. After editing and splicing,

the combined length of the programs was 96 minutes. Sample scripts and a list of these programs and the teams which produced them are in Appendix C.

The program copies were sent to either the State Director of Adult Basic Education or one of the Institute participants as specified by the State Director. The copies were distributed in March 1971. The productions were used in many ways by the recipients. Most were used by participants to share ideas with other members of their state ABE or TV staffs, with a view toward finding ideas for using TV in their state efforts.

B. Consultation.

Texas - At the request of Mr. Ralph Mock, Program Director of the Texas Education Agency, and Mr. Elwyn C. Williams, Program Consultant for the Texas Education Agency, the Maryland Institute provided funds for Mr. Elwyn Williams to consult in College Park with the Institute staff. Additionally, funds were provided for Dr. Maurice G. Dutton, Director, Education Applications Division, ARBEC, Inc., to consult with the Texas Education Agency. The purpose of this consultation was the development of a comprehensive plan for utilization of television in adult basic education in the state of Texas. Detailed information regarding this follow-up activity is contained in Appendix H.

C. State Projects.

1. Indiana - At the request of Mrs. Carla Anderson, Superintendent of ABE, Indiana Department of Public Instruction,

the Maryland Institute supported a joint effort by the Department of Public Instruction and Vincennes University to develop a state wide television and radio recruitment program for adult basic education. Mr. Anthony Zeiss, who attended the 1970 Maryland Institute, acted as consultant in developing a recruitment kit which consisted of approximately 16 copies of a 30-second color television spot announcement, 35 copies of a radio spot announcement, and accompanying written materials. The kit was made available for state wide recruiting. Detailed information regarding this follow-up activity is contained in Appendix I.

2. Idaho - At the request of Mr. Marvin Rose, Consultant, Adult Basic Education, Idaho Department of Education, the Maryland Institute supported a July 20-22, 1971 planning conference in Boise, Idaho. The purpose of the conference was the development of guidelines for utilization of TV in Idaho's adult basic education programs. Two half-hour video tapes were purchased for use in this conference. Detailed information regarding this follow-up activity is contained in Appendix J.

3. Utah - At the request of Dr. Walter D. Talbot, State Superintendent of Public Instruction and Mr. Brent Gubler, Coordinator, General Adult Education, Utah State Board of Education, the Maryland Institute funded a two-day mini-workshop on August 9-11, 1971. The workshop involved participants who represented both instructional media and

adult basic education. The purpose of the workshop was the development by the participants of a public relations-educational package for use at the state and/or local level. Detailed information regarding this follow-up activity is contained in Appendix K.

D. Regional Projects.

1. Northwest - At the request of Mr. Clifford Norris, Supervisor, Adult Education, Oregon Board of Education and Mrs. Barbara Cole, Specialist ITV and Radio, Oregon Board of Education, the Maryland Institute supported a July 13-14, 1971 meeting of media specialists and adult educators from Oregon and Washington. Letters of invitation were also sent to the State Departments of Education in Alaska and Idaho, but representatives from these states did not attend. The purpose of the meeting was to plan means of adapting the Rural Family Development (RFD) (a national demonstration project from the University of Wisconsin) materials and format to the production and broadcast needs of the adult basic education programs in the Northwest. Mr. Boris Frank, RFD Director, who served on the Maryland Institute's Planning Committee provided on-site consultation. Detailed information regarding this follow-up activity is contained in Appendix L.

2. Southeast - At the request of Mr. Jere Farley, Educational Relations Specialist, Tennessee Valley Authority, and Mr. Lamar Marchese, ABE-TV Specialist, Morehead State University, the Maryland Institute supported a

July 26-27, 1971 conference on the utilization of TV in adult education in the Southern Appalachian and Tennessee Valley regions. Representatives of adult education programs and the media were invited from Alabama, Georgia, Kentucky Mississippi, Tennessee, and West Virginia. The purpose of this meeting was to examine plans and available techniques and models for adaption to the ABE-TV needs of the Southern Appalachian and Tennessee Valley regions. Twenty-nine (29) participants representing eleven (11) states attended. Detailed information regarding this follow-up activity is contained in Appendix M.

SUMMARY

We think these several follow-up projects have had significant impact and have been of real value to the recipients. While some have had greater impact than others, it is clear from subsequent correspondence that most have furthered significantly an appreciation for the use of television in adult basic education programs.

V. EVALUATION

There were three phases in the evaluation of the Institute.

(1) The staff evaluated the quality of each team's television pilot tapes during the Institute as immediate feedback.

(2) Through June 30, 1971, the Radio and Television Division of the Department of Speech and Dramatic Arts, and the Conferences and Institutes Division (in addition to evaluating the team's pilot tapes) were available for consultation to assist or evaluate ABE-TV programs prepared by the participants. Each state which sent a team was contacted for additional follow-up support and consultation by the Institute's staff and resource experts. Specific plans for and reports on follow-up activities are found in Appendices G - M.

(3) A written evaluation was completed by an independent evaluator on the extent to which participants acquired the knowledge and skills specified by the objectives. Also, the general administration of the Institute was evaluated.

The remainder of this section is devoted to the narrative evaluation report of Mr. Timothy Regan, Educational Assistance and Development Corporation, the Institute evaluator. The questionnaire appears in Appendix N.

EVALUATION:

1970 UNIVERSITY OF MARYLAND

ABE/TV INSTITUTE

Prepared by:

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I. INTRODUCTION

In an effort to present a balanced report of the ABE/TV Institute held at the University of Maryland, Dr. John Buskey and Dr. Thomas Aylward, Co-Directors, requested that an evaluation be performed by an objective, outside agency. The Educational Assistance and Development Corporation (EAD) of Washington, D.C. was chosen because of its familiarity with the total U.S. Office of Education effort in adult basic education (ABE) and, more specifically, with the University of Maryland's ABE/TV program.

Pre-Institute meetings were held with the Institute Co-Directors and one of the staff, Dr. Emily Quinn, to establish the parameters of the evaluation and the format.

Parameters

In concert with the Institute staff, EAD suggested that for the evaluation to be effective, it must measure the quality of the Institute offerings, the quality of the staff, the quality of the Institute products in terms of replicability and dissemination possibilities, and the extent to which the institute achieved its stated goals. (See proposal.)

Format

It was decided that data for the evaluation would be gathered in two ways:

-- non-quantifiable (observational) data

-- quantifiable (questionnaire) data.

Using a systematized reporting form, the observational data was to be gathered in a series of four (4) visits to the program at different points in time (20, 22, 29, 30 July) in order to gather as broad a spectrum of views as possible and to observe changes in the program and participants over time. These visits were cleared daily with Dr. Buskey in order to avoid appearing on campus when a field trip had been scheduled on short notice.

The types of data to be gathered using this process included conversations (with staff and participants), attendance patterns, sensitivity of staff and participants, level of sophistication and/or quality of participants, quality of productions, types of learning activities, facilities, extra-curricular activities, etc. These visits also provided an opportunity to observe items and concepts with which the participants were dealing in order to design an achievement measure of some sort for use in

the post-Institute questionnaire. Data to be gathered by an anonymous questionnaire was desirable because it would allow the evaluators to gather data on a 100% sample of participants. In this manner a variety of statistical tools could be brought to bear through the use of computer analysis. It would allow for the grouping of data and the correlation between education and place of employment, between teaching experience and Institute growth, as well as other significant groupings. Following this pattern, detailed evaluation of the questionnaire data would result.

II. OBSERVATIONAL DATA

As was stated in the Introduction, observational data was gathered in a series of site visits to the Institute. These site visits varied from simply sitting in the back of a classroom or studio and observing participant behavior, to engaging staff and participants in dialogue about the program, rationale for various activities, attitudes, etc. This format also presented an opportunity to observe participant-staff interaction, individual participant inputs, and the increase in sophistication of the participants and the quality of the products over time.

Types of sessions viewed included:

ABE seminars -- Quinn and Boone

TV instruction -- background of learner

-- techniques of TV production

-- script writing

Field trips

TV productions

Script writing and development

Evaluation sessions

Application sessions

While observational data is not meant to be conclusive evidence, it has a valid role in ratifying quantifiable evidence uncovered in a systematized questionnaire.

Conversational data

Conversations with staff and participants yielded a variety of opinions on the quality of staff, participants and the Institute in general. Participants generally felt that the staff was "good to excellent," the Institute "above average," and the participant ratings varied from "above average" to individual ratings of "below average." It was evident to this observer that there was considerable variation in the quality of the participants selected; this was confirmed by the dropping out of two participants who appeared to be unable to cope with the high-level, intense experiences of the Institute and some low-level productions on the part of one team because of a weak TV team member.

In addition, many of the ABE participants demonstrated a lack of sensitivity to the problem of the adult, usually minority, learner. This was distressingly evident in several key southern ABE administrators and betrayed itself

in their rigid conceptualization of what the adult learner needed, e.g., GED film, and the sometimes patronizing attitude toward their local problems.

The staff of the Institute appeared to be of an extremely high quality. From the Co-Directors, ABE and TV Consultants, down to the studio technicians, the total staff seemed very concerned with serving the needs of participants. Indeed, they spent extra hours in the studio to accommodate the participant production schedules, spent extra hours at night working with participants in script development, and scheduled informal, extra-curricular activities at staff members homes.

Judging from the credentials and experiences of the staff members, they were almost uniquely qualified to deal capably with Institute design. While each member had special skills, these were blended into a complementary situation in which the meld of skills produced multi-disciplinary instructional teams. If staff members were to be singled out for their particular contributions, then Drs. Buskey and Aylward must be congratulated for their flexibility in handling individual and Institute problems, and Dr. Emily Quinn must be lauded for her ability to serve as a

non-threatening consultant able to lend her considerable expertise to participants over an extended period of time in sometimes tense situations.

Observed attendance at the various Institute activities was generally excellent, although it was evident that a certain laxness occurred on the part of individuals, especially in studio situations in which they might normally escape the directors' scrutiny. This was caused by the inability of certain individuals to function in a series of essentially unstructured situations and to provide self-direction.

The level of sophistication or quality of participants varied greatly. Although this is more definitively outlined in the section relating to the questionnaire data, it was evident that years of experience and attitudes played a key role in increasing or detracting from a given team's strength. Team groupings were made to strengthen individual state teams and provide a mixture of complementary skills; i.e., rural states, urban states, Spanish-speaking team of Texas and Puerto Rico. Unhappily, where there were one or more weak team members, it was reflected in

the quality of the product, the videotapes produced. Some teams obviated this situation by utilizing dominant members to provide not only leadership and direction, but by also drawing upon their strengths so much that weaker team members tended to become lost and little involved.

The various productions (3 types) for each group varied in quality according to the strength of the teams, as discussed in the previous section. For instance, Table Talk, a magazine format for rural areas, was a slick production, ideally suited to the areas represented by that team. Other productions, innovative and well done, but weak in the content area, were the result of inability to supply proper guidance, e.g., Honey Nym, the animated puppet to introduce the words "to," "two," and "too" made an elementary linguistic error in the explanation of the function of the word "too." The GED film, on the other hand, appeared thoroughly thought-out but unimaginatively produced. The film was "dry" and the text difficult to read. In another instance, the Generation Gap, the teams were hampered by the lack of Negro team members to represent a Black family situation. These observations are

not meant to serve as across-the-board condemnation of the Institute product. Several, indeed, e.g., Argument, Table Talk, It's Good to Know were excellent and were characterized by imagination, solid content and excellent camera work. In addition, the products were not meant to be slick, ready-for-air productions, but rather to serve as a direction which the various states could follow.

The facilities at the University of Maryland are generally excellent. Several participants commented extremely favorably on the quality of the audio recording facilities as equal to or better than many commercial stations. However, there are only two TV recording studios and there were problems involved in scheduling six teams to produce a variety of videotapes in a short period of time without interfering with regular University usage of the facilities.

Post-Institute activities were clearly defined in the minds of most participants. This was concretized neatly near the end of the Institute by the days spent on Back-Home Application at the team and state levels, the presentation of Dr. Buskey on ABE proposal development,

and the presentation of Mr. Paul Delker, Chief, Adult Education, Division of Adult, Vocational and Technical Programs, U.S. Office of Education, on the "Adult Education Act" and various state plans.

Follow-up activities were discussed with the Co-Directors at the end of the formal Institute. At this point in time, they consist of duplicating one copy of each film made during the Institute (a total of 18) for distribution to each state represented, consultation on the part of Institute staff members either on-site or at the University of Maryland, and the conduct of mini-Institutes in the individual states by supplying staff resources and/or funds for such mini-courses. The chief difficulties in the follow-up activities appear to be fiscal and logistical. Allocating travel funds and available staff for the more distant states will become increasingly difficult as the year progresses.

III. QUANTIFIABLE DATA

Quantifiable data were gathered on a 15 page anonymous questionnaire administered on the last day of the Institute. It was designed to measure effectiveness in a wide range of areas and to produce profiles and correlations, which when analyzed, would allow the Institute staff to draw inferences and conclusions about the success of the 1970 Institute. Two drafts of the questionnaire were prepared and discussed with staff to gather comments on the various areas to be evaluated and to refine the final instrument.

Participant Profile

Participants at the University of Maryland ABE/TV Institute were drawn from 18 states and Puerto Rico in teams of two or more persons whose combined experience reflected both ABE and television. Upon their arrival at the Institute, the teams were re-grouped by geographic region and target population into six teams of from six to nine persons. These six teams worked both independently and in concert with each other throughout the Institute program.

The participants, as a group, were drawn primarily from urban areas. Fifty-one percent lived within city boundaries, of which 16% were from the inner city. Another 20% were suburban residents, producing a total "urban" representation of 71%. Place of work was even more strongly urban-oriented. Eighty percent of the participants listed place of employment as urban, of which 38% were in the inner city. Two-thirds of the participants had lived at their present address for three years or longer, thus indicating a high level of familiarity with local conditions.

In other respects, the participants were young, well educated and had job experience closely related to the purposes of the Institute. Sixty-nine percent were 30 years or older, but the mean age was 38 years, reflecting a concentration around the 30-39 age group. Only 7% had less than a Bachelor's degree. More than one-third (35%) had their MA/MS degree or better.

Another third did not have their MA/MS degree but had graduate course credit. As would be expected from the indicated mean age, more than one-half (53%) had received their highest degree within the past five years. Forty percent had current full-time employment directly related to television. All of the remaining 60% of the participants were directly involved in education, 36% in administrative capacities, 18% as teachers and the last 6% as curriculum specialists or ABE consultants. Part-time employment tended to mirror basic occupational interests. Of the 42% who had regular part-time employment, teaching ABE or producing television materials were dominant, with even representation between the two.

In order to measure the totality of professional experience with particular significance to the purposes of the Institute, i.e., experience not measured merely by <u>current</u> employment, participants were asked to indicate their length of experience in ABE and/or television. Sixty percent had experience in ABE. Of this group, almost

two-thirds (60%) had at least three years of experience. The congruency between those with ABE experience and those whose current full-time occupation is in education indicates that a high proportion of ABE experience is an outgrowth of current employment. This seems reasonable in view of the fact that more than half of the participants, as a group, had received their highest degree within the last five years. The observation that ABE experience and current employment in education go hand in hand also means that the number of television people with ABE experience, prior to the Institute, is probably very limited. In similar fashion to ABE experience, the number of participants who either hold or had at one time held a valid state teaching certificate (62%) closely paralleled the number currently employed in education (60%). Twenty-nine percent of this group had teaching experience at the elementary school level, while 56% had experience at the secondary school level.

In contrast to the close correlations between ABE experience and employment in education, a more expansive situation is evident when television experience is compared with the number of participants whose full-time employment is directly related to television. Only 40% indicated current employment as television or television-related, while 64% of the participants had television production experience. In addition, the depth of television experience was high with almost three-fourths (72%) possessing three years or more.

Participants were predominately males, with 84% in this category. In terms of race/ethnic background, Caucasians were most numerous (87%) and the remaining 13%, a low figure, was evenly divided between Blacks and Puerto Ricans.

Pre-Institute Arrangements

The state ABE Directors served as the primary medium through which the Institute was made known to prospective participants. Sixty-four percent of those in attendance heard about the

Institute directly from the ABE Director in their state. The rest were informed of the Institute by their superiors or by a station director. Nominations to be selected to participate closely paralleled that for the initial awareness of the Institute.

Organization

All of the participants felt that the Institute was at least "adequately" organized. Moreover, a substantial majority (87%) felt that the Institute reflected a level of organization over and above the "adequate" level. More specific information about the organization of the Institute was elicited in a subsequent question in which participants were asked to rate various components as either 5 (excellent), 4 (above average), 3 (average), 2 (below average) and 1 (poor). The mean score was then calculated for each component and rounded to the nearest whole number to give a verbal indication of the rating. As a result of this process, the pre-Institute

reading materials and living accommodations received a rating of "above average." Scheduling of daily activity and recreational activities both were rated as "average." The eating arrangements received a "below average" rating. In order to obtain another index of participant satisfaction with various Institute components, participants were asked to select from a list of eleven components those which they felt should be improved upon for future Institute activity. The number of times a given component was indicated was then calculated as a percentage of the total number of participants responding to the questionnaire, and the components were ranked according to ascending frequency. Of those components dealing with Institute organization, the pre-Institute arrangements were ranked highest, with only 7% indicating improvement was needed. Selection of participants received the next highest rank, with 16% indicating the need for improvement. Living accommodations were next in rank with 20% indicating needed

improvement. Administration of stipends and travel expenses was next with 25% indicating needed improvement. Activity scheduling was ranked last, with 33% indicating needed improvement.

Some insight is provided into the rank position given to activity scheduling when responses to additional questions are analyzed. More than half of the participants (56%) felt that the Institute was too long. Most of this group felt that the activity spread out over a three-week period could have been accomplished in ten days without loss of quality. Only 7% of the participants felt that the Institute was not long enough. Almost three-fourths (71%) considered the amount of time devoted to television production to be appropriate. However, one-fifth of the participants felt not enough time was spent on production. The time-slot for productions was deemed to be appropriate by three-fourths of the participants. Some, however (16%), felt that productions should have begun during the first week of the

Institute. Any less than optimal scheduling clearly did not impinge on the flow of ideas and expertise, one of the main purposes of the Institute. Practically all (98%) of the participants felt that the Institute schedule afforded sufficient opportunity for informal discussion with other participants. A substantial majority felt that the Institute schedule also afforded sufficient opportunity for informal discussion with Institute staff.

Curriculum

Ninety percent of the participants rated the quality of instruction they received as "above average" or higher. None felt that it was below average. The television productions made by the team of which they were a member were rated "above average" or higher by 58% of the participants. Only 6% felt that their productions had been below average. Participant ratings of specific Institute components on a scale of 5 (excellent) to 1 (poor) when converted to mean scores and rounded to the nearest whole number produced the following rank-order:

Rank	Institute Component	Mean Score	Rating
1	Participant-staff communication	4.08	Above Average
2	Resource personnel	3.76	
3	Lecture sessions	3.62	
4	Production of pilot TV tapes	3.56	
5	Work group sessions	3.52	
6	Materials available	3.48	Average
7	Field trips	3.34	
8	Evaluation sessions	3.00	
	Radio/TV facilities	3.00	
9	Films	2.84	

In a subsequent question, a rank ordering of various Institute components was made according to the number of participants who indicated that a given component was in need of improvement. This procedure produced the following rank-order:

Rank	Institute Component	Percent Indicating Need for Improvement
6	Resource personnel	4
5	Staff	7
4	Orientation	11
3	ABE curriculum	20
2	TV curriculum	25
1	Equipment available for use	49

When rank as to participant satisfaction with a specific Institute component is compared with the rank position for that component in terms of amount of improvement needed, the expected inverse relationship between the two generally holds, as is evidenced in the tables on page 20.

As mentioned earlier, during the Institute activity, participants were subdivided into six teams composed of both ABE and TV people. In the questionnaire, members of each team were asked to rate the performance of the two types of team members. The team members with ABE backgrounds were rated "above average" or higher by 67% of the participants, and of this group, 13% were judged to be "extraordinarily competent." Only 2% were considered to be below average. The team members with television backgrounds were rated "above average" or higher by 80% of the participants, and of this group, almost a third (29%) were judged to be "extraordinarily competent." Again, only 2% were considered to be below average.

Impact

Over four-fifths (87%) of the participants indicated they had specific objectives for attending the Institute. In a subsequent question, 84% felt that their objective had been substantially met by their participation in the Institute activity. Only 11% felt that a less than substantial number of their objectives for attending had been met while 5% had no specific objectives for attending. Thus, it can be inferred that the Institute functioned to meet the specific needs of those in attendance in practically all cases. Moreover, a close relationship existed between specific objectives for attending and professional roles. Eighty-seven percent considered the Institute experience to be of "significant" value to their full-time employment role. None felt that it was of no value. In terms of professional activities, 90% felt the Institute to have been of "significant" benefit. Again, none felt it was of no benefit.

In order to obtain a more detailed measure of the impact of the Institute experience, the participants were asked to rate themselves on a specific list of ABE and television activities in terms of their performance prior to attending the Institute. In a subsequent question, participants were required to rate themselves again, on the same list of ABE and television activities, in terms of their performance as a result of their participation in the Institute. These two questions produced the following profile, based on the mean score for each activity as rated according to 5 (very proficient), 4 (good), 3 (fair), 2 (weak), 1 (unable to effectively implement):

Activity	Mean Score		
	Pre	Post	Net Gain
ABE:			
Defining the nature and scope of ABE	2.83	3.76	.93
Understanding the problems of the ABE student	3.04	3.86	.82
Assembling curriculum materials for ABE	2.54	3.52	.98
Preparing audiovisuals for ABE	2.82	3.96	1.14
Teaching ABE	2.53	3.15	.62
Interpreting a list of ABE terms	3.02	3.12	.10
TV:			
Operate a TV camera	2.52	3.28	.76
Operate an audio board	2.44	2.96	.52
Operate a TV switcher	2.51	3.07	.56
Use TV as an instructional tool	2.68	3.84	1.16
Use to advantage the special properties of TV	2.88	3.73	.84
Discuss advantages/disadvantages of systems of I.T.V.	2.80	3.72	.92
Interpret a list of TV terms	2.78	3.78	1.00
Establish objectives for the use of TV in ABE	2.18	3.61	1.43
Work Group:			
Working with other people as a team member	3.81	4.44	.63

Three rankings on these scores are of special significance because they delineate the ability of the Institute to effect positive change in specific activities. Ranking of prior-Institute scores establishes the base from which comparisons are made and indicates the initial strong and weak areas. Ranking of post-Institute scores indicates the change as a result of the Institute experience.

Finally, ranking by net gain shows the relative impact of the Institute on specific activities performed by participants. These ranking procedures produce the following rank positions:

Activity	Rank as to Pre- Score	Rank as to Post- Score	Rank by Net Gain
Working with other people as a team member	1	1	11
Understanding the problems of ABE students	2	3	9
Interpreting a list of ABE terms	3	13	15
Using to advantage the special properties of TV	4	7	8
Defining the nature and scope of ABE	5	6	6
Preparing audiovisuals for ABE	6	2	3
Discuss advantages/disadvantages of systems of I.T.V.	7	8	7
Interpret a list of TV terms	8	5	4
Use TV as an instructional tool	9	4	2
Assemble curriculum materials for ABE	10	10	5
Teaching ABE	11	12	12
Operate a TV camera	12	11	10
Operate a TV switcher	13	14	13
Operate an audio board	14	15	14
Establish objectives for use of TV in ABE	15	9	1

In another section of the questionnaire, in an attempt to gather some data on achievement, participants were asked to define a mixed list of twenty ABE and TV terms which were a part of the Institute curriculum. These terms were culled from a bibliography of ABE terminology distributed prior to the Institute, and TV terms gathered during the site-visits. Terms and questionnaires were verified by a variety of team members prior to construction of the final evaluation instrument. The responses were then graded by the number of wrong answers, and this was converted into a grade-score for the list as a whole. A grade of 75 or higher was achieved by 69% of the participants. Only 9% of those responding scored less than 50. The average number of wrong answers was 4.8, which converts to an average score of 76.

In terms of aggregate performance measures, participants rated the Institute highly. Ninety-one percent rated the Institute as at least "above average" on overall performance. Moreover, 40%

of this group thought it to have been excellent. None rated it below average. In another question, 60% felt the Institute experience had substantially increased their effectiveness in meeting what they considered to be the needs of ABE. Thirty-one percent felt their effectiveness had been "partially" increased. The remaining 9% had no opinion as yet. The free flow of communications was a particularly strong point of the Institute. Four-fifths of the participants felt that Institute activity encouraged them to a significant degree to share their knowledge and expertise with other participants.

Post-Institute Intentions

One of the key purposes of the Institute was to stimulate the application of TV to ABE in those states which sent participants and to open up channels of communication for the free flow of information and advice. Therefore, the degree to which this was accomplished serves as an important measure of the Institute's success. Fifty-eight percent of the participants indicated

that they had made definite plans to work with other Institute participants from their state in implementing what they had learned at the Institute. Another third indicated they intended to make plans. Only 9% of those attending indicated no planned post-Institute working arrangements were likely. When asked about post-Institute communication with Institute staff of a professional nature, participants were evenly divided into thirds among those with definite plans, those intending to make plans, and those who expressed no intentions. Almost three-fourths (71%) expected occasional communication to take place, while an additional 13% expected communication to be frequent. The nature of this communication varied. Twenty-seven percent indicated teacher-trainer workshops, 25% TV workshops, and 11% promo series. A sizable amount (37%) of communication regarding other types of activity was also planned, such as mini-Institutes, program development, ABE consultation, proposal evaluation and information services.

IV. CONCLUSIONS

It may be concluded from both the observational and quantifiable data gathered that the University of Maryland conducted a highly successful Institute. Participant reactions and achievement data both support this contention.

Institute staff must be praised for the quality of the Institute and the flexibility which enabled them to respond to learning situations almost on an individual basis.

In terms of the objectives of the Institute, all were attained to a more or less successful degree as evidenced by both the observational and quantifiable data. The only objective yet to be attained is the "follow-up activity" yet to be accomplished. Just what this planned activity accomplishes remains to be seen over time but, although of interest, is not a part of this study. It can be said, however, that the Institute has sown the seeds for such intentions and with continued support from the Institute staff, much may be accomplished in the participating states. Success in this final effort certainly

would justify the use of the University of Maryland ABE/TV Institute as a model for future programs.

V. RECOMMENDATIONS

In spite of the very positive conclusions of this report, there are certain recommendations which must be made in the hope of creating future Institutes with an even higher degree of success.

1. Institute Size

Data from the participant reactions and observations support the contention that the Institute might be made more flexible by scheduling fewer teams in two studios. This could be accomplished perhaps by concentrating on states on the East Coast, or at least east of the Mississippi River. Such concentration would yield more cohesive teams and more flexible scheduling -- including exchange of team members. In addition, it would facilitate follow-up activity from both fiscal and logistical viewpoints. It could also help to shorten the length of the Institute.

2. Selection

Some manner other than the politically-oriented participant selection system must be

devised. This would not only yield a higher quality participant and concomitantly a higher quality Institute, but also provide for greater impact. In addition, participant withdrawal would be lowered and cost-effectiveness in terms of dollars spent on more effective ABE/TV personnel increased.

EAD recognizes the need to work with the state ABE Directors if cooperation is to be achieved, but also recognizes its debt to the profession and to the University of Maryland in suggesting that the fiefdoms that have evolved in selection of summer ABE Institute participants result in the inability of the institutions to function as well as they are prepared.

3. ESL Specialist

In Spanish-speaking ABE populations, e.g., Texas and Puerto Rico, it may be assumed that a large component of the ABE program will consist of English as a Second Language instruction. Thus, it is suggested that an ESL specialist or a linguist be made available to participant teams to avoid linguistic errors.

APPENDIX A

Planning Materials

PROSPECTUS

1970 National Institute on Instructional
Television and Adult Basic Education

at

The University of Maryland

July 12 - 31 1970

U. S. Commissioner of Education, James Allen, has indicated in recent speeches that literacy, and especially the "Right-to-Read" for all citizens, will be a major emphasis in the decade of the Seventies. At the present time funds for development of adult basic education curriculum materials, including innovative use of media, are available either directly from U.S.O.E. or through State Adult Basic Education Programs. It is also anticipated that additional funds may become available as the shape of the Right-to-Read effort becomes established.

In response to this need for new and innovative programming, the University of Maryland is pleased to announce that it has received a grant from the U. S. Office of Education to conduct a second Institute on the use of television in adult basic education.

The three-week National Institute on Television and Adult Basic Education will be conducted from July 12 - 31, 1970. The Institute will seek to provide a fundamental understanding for adult basic educators and television production personnel in the knowledge and skills necessary for the development and production of effective educational television programs to assist in the staggering task of educating thousands of disadvantaged adults in the basic skills of reading, writing, computation, and citizenship.

The Institute will be based on the premise that experts in adult basic education and instructional television, working in teams for a concentrated period of time, will be able to return to their home states prepared to work together in the interests of improving the use of television in all phases of adult basic education. A portion of the Institute will be devoted to teaching the television production personnel about the history, nature, and problems of adult basic education, while at the same time the adult basic educators will receive instruction in television programming. The balance of the Institute will be devoted to the writing of scripts and the production of video-taped television programs (based on the scripts) by teams composed of both adult basic educators and television production personnel.

Both adult basic educators and television production personnel will have an opportunity for professional development in their own respective fields. Experts from education and television production will serve the Institute both as regular staff and resource personnel. Regular staff will include Dr. Thomas Aylward, Head Radio and Television Division, University of Maryland; Dr. Donald Kirkley and Mr. Robert McLeary, Radio and Television Division, University of Maryland; Dr. Emily Quinn and Dr. Edgar Boone, Professors of Adult Education, North Carolina State University; Mr. Carl Schramm, Educational Media Technologist and Assistant Professor of Education, University of Maryland.

The Institute will be held at the University of Maryland's residential Center of Adult Education in College Park, Maryland. It will be conducted jointly by the University's faculty of the Radio and Television Division, Speech and Dramatic Arts Department and staff of the Conferences and Institutes Division of Univeristy College. Both the television studios of the Radio and Television Division and the conferences facilities of the Center of Adult Education will be used for sessions.

ANNOUNCING . . .

THE 1970 NATIONAL INSTITUTE ON
INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION

at

The University of Maryland
College Park, Maryland

July 12-31, 1970

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

May 1, 1970

MEMORANDUM

TO: (1) State Directors of Adult Basic Education
(2) Program Directors, ETV Stations

FROM: John H. Buskey, Project Director

OVERVIEW

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CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

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CRITERIA FOR SELECTING PARTICIPANTS

We are requesting that teams numbering from two to four individuals be sent from each State. The names of these people are to be submitted by the State Director of Adult Basic Education after consultation with ETV Station Program Directors and State Director's of Instructional Television.

It is important that team members are people who will have an opportunity to work together back home. Teams should be evenly balanced among television personnel and ABE educators. Specific criteria for selecting these people are as follows:

Television Personnel - Should be experienced in television production, currently hold responsible positions within an ETV or ITV system, be experienced in the main procedural steps in program development, and capable of assuming over-all production responsibility for TV programs. It is expected that television participants will average at least three years experience in the production or direction of programs, in a broadcast or CCTV operation.

Adult Basic Education Personnel - At least one of the ABE people should possess an understanding of the total ABE picture in the State. The other ABE person should have expertise in curriculum development. Hopefully, both will have had some experience with ABE classroom teaching. Specific skills necessary for both ABE personnel include: (1) understanding the educationally disadvantaged adult as a learner; (2) an ability to formulate behavioral objectives and to design a specific unit of content material to meet these objectives; and (3) an ability to evaluate the effectiveness of a specific unit of learning.

In states that are sending a team of two members, we request that people who meet as many of the above criteria as possible be nominated.

The Institute is open to ABE-TV teams from any state. It is requested that states which participated in 1969, and desire to participate again, nominate persons who did not attend the 1969 Institute.

The maximum number of participants will be 50 (25 ABE personnel and 25 TV personnel).

RESIDENCE

The nature of the Institute is such that the value of residential learning will be maximized. It is strongly urged that participants live at the University's Center of Adult Education on our College Park Campus. This will be the location of many classes, most meals, and it is within walking distance of the television studios. The Center's motel-like guest rooms are equipped with study desks, twin beds, private baths, telephones, television, and individually controlled air conditioning. Lodging is payable by the participant to the Center of Adult Education at the close of the Institute. Single rooms are $9.50 per night and doubles are $6.50 per night.

STIPENDS

Each participant will receive a living allowance of $75.00 per week to be allocated to him in three pay periods during the Institute. In addition, he will receive $15.00 per dependent per week.

TRAVEL COSTS

The University will pay the cost of round-trip transportation (air coach or equivalent plus ground travel) to the Institute for each participant.

HOW TO NOMINATE PARTICIPANTS

We request that you employ the following procedure:

For ETV Station Program Directors: We have requested your State ABE Director to consult with you in selecting TV personnel to attend this Institute. If you do not hear from him, and you or a member of your staff wish to participate, may I suggest you contact him. His name is enclosed.

For State Directors of Adult Basic Education: We request that you consult with your State Director of Instructional Television and Program Directors in ETV stations in your State in selecting television participants. A list of ETV Program Directors in your State is attached and the individuals whose names are underlined will receive a copy of this memorandum. Each will be expecting you to call him regading nominations for the Institute.

Attached to this Announcement is a PARTICIPANT NOMINATION FORM. Please return the form with your nomination to this office no later than May 22, 1970. We also request that you inform each nominee that you are submitting his name. Upon receipt of nominations we will communicate with each nominee with specific information and appropriate registration forms.

For Additional Information:

John H. Buskey, Project Director
or James P. Baker, Conference Coordinator
Conferences and Institutes Division
Center of Adult Education
University of Maryland
College Park, Maryland 20742
Telephone: (301) 454-2322

Enclosures:

For State ABE Directors

(1) 1969 Institute Picture Report
(2) Participant nomination Form
(3) List of ETV Program Directors

For ETV Program Directors

(1) 1969 Institute Picture Report
(2) List of State ABE Directors

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

May 15, 1970

MEMORANDUM

To: Nominees in the National Institute on Instructional Television and Adult Basic Education, July 12 - 31, 1970

FROM: James P. Baker, Conference Coordinator

The University of Maryland is pleased to accept your nomination as a participant in our Summer Institute. You will be notified of your final acceptance during the week of June 15th after we have received the information described below.

Application Form (pink color)
Please complete this form and return it to be by June 15th.

Registration and Lodging Form (canary yellow)
The nature of the Institute is such that the value of residential learning will be maximized. Participants are strongly encouraged to reside at the Center of Adult Education. This will be the location of many classes, most meals, and is within walking distance of our television studios.

So that the Center will have some idea of the kind of accommodations required, please complete the enclosed Registration and Lodging Form and return it to me by June 15th.

Stipends
Each participant will receive a $75.00 per week living allowance to be allocated to him in three pay periods during the Institute. In addition, you will receive $15.00 per dependent. The University will deduct a total of $8.00 from the stipent to cover the cost of an opening dinner and a closing luncheon. The information provided on the Registration Form is needed so that the University can pay you the stipend. Lodging, however, is payable by the participant to the Center of Adult Education at the close of the Institute. Single accommodations are $9.50 per night and doubles are $6.50 per night.

The University will pay the cost of round-trip transportation to the Institute. When you are notified of your final acceptance, you will receive travel information. In cases of hardship, the University is willing to purchase air transportation tickets for you. If you prefer to handle this yourself, the University will reimburse you at the conclusion of the Institute.

Prospectus
A brief description of the Institute is enclosed. Further information may be obtained through the State Director or by contacting me directly.

Telephone: (301) 454-2322

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

Application Form

For

The University of Maryland

1970 National Institute on Instructional Television & Adult Basic Education

July 12 - 31, 1970

RETURN BY - JUNE 15, 1970 TO:

Mr. James P. Baker
Conferences & Institutes Division
University of Maryland
College Park, Maryland 20742

Telephone - (301) 454-2322

APPLICATION FORM

UNIVERSITY OF MARYLAND

1970 National Institute on Instructional
Television and Adult Basic Education

July 12 - 31, 1970

1. Name of applicant (First - Middle Initial - Last)
   Mr.
   Mrs.
   Miss _____

2. Social Security Number: _____

3. Home Address - Street: _____

   City: _____ State: _____ Zip: _____

4. Home Telephone: Area Code _____ Number _____

5. Age (years) _____ 6. Sex: a. Male
   b. Female

7. Marital Status:
   a. single
   b. widowed
   c. married
   d. divorced

8. Number of Dependents (excluding yourself) who are claimable for income tax purposes:

   a. Number: _____ b. Ages: _____

9. U.S. Citizen (circle appropriate letter): a. yes
   b. no

10. Are you now employed in any role in the Adult Basic Education Program under the Adult Education Act of 1966?

    a. yes
    b. no

    Any other program offering basic education to adults (such as OEO, MDTA, etc.)?

    a. yes If yes, which one(s) _____
    b. no

11. Length of Adult Basic Education Experience

Full-Time: Part-Time:

a. years _____ b. months _____ a. years _____ b. months _____

PRESENT EMPLOYMENT

12. Position Title: _____

Business Address: _____

_____

City _____ State _____ Zip _____

Business Telephone: (Area Code) _____ Number _____

13. Hours worked per week in adult basic education (average): _____

14. Dates of Employment:

From (month and year) _____ To (month and year) _____

15. Name and Address of Employer:

Name _____

Agency _____

Street _____

City _____ State _____ Zip _____

16. Major Duties: Indicate the two most important duties by marking them 1 & 2 in parenthesis.

a. teach basic education ( )
b. teacher training ( )
c. curriculum development ( )
d. para professional training ( )
e. English as a Second Language teaching ( )
f. teach reading ( )
g. administration ( )
h. counseling ( )
i. educational television ( )
j. higher education teacher training ( )
k. other (specify):

_____ ( )

DESCRIBE YOUR CURRENT DUTIES:

17. Type of area where you serve (circle appropriate letter)

a. urban (above 100,000)
b. urban (25,000 - 100,000)
c. urban (less than 25,000)
d. rural

18. Target population you serve (circle appropriate letter)

a. migrants
b. non-English speakers
c. deaf
d. prisoners
e. Appalachia
f. American-Indians
g. inner-city
h. other (specify): _____

19. Do you speak any foreign language (Include American Indian dialects)? If "Yes", specify language or languages.

a. yes b. no

20. Your Formal Education

a. ☐ Less than High School
b. ☐ High School diploma
c. ☐ Some college, less than baccalaureate
d. ☐ Baccalaureate or above

List Colleges and Universities attended

Name & Location of Institution	Dates Attended	Degree	Majors	Minors
a.				
b.				
c.				
d.				

21A. Have you previously attended an ABE Institute:

☐ yes ☐ no (if yes, specify each)

☐ Federal
☐ State
☐ Local

Name of Sponsoring Institution	Dates Attended	Type of Institute	Name of Program Director

21B. What are your goals in attending this Institute?

22. FOR TELEVISION PERSONNEL: A. In what ways are you related to your State Department of Adult Basic Education?

B. Summarize your years of experience in television:

☐ Producer . . . . . _____ years

☐ Director . . . . . _____ years

☐ Writer . . . . . _____ years

☐ Other (specify _____) . . _____ years

22. FOR ADULT BASIC EDUCATION PERSONNEL: A. In what ways are you related to your State ITV or ETV effort?

B. Summerize your years of experience in the ABE Program:

- ☐ Teacher . . . . . _____ years
- ☐ Teacher-Trainer . . . . . _____ years
- ☐ Administrator . . . . . _____ years
- ☐ Counselor . . . . . _____ years
- ☐ Other: (specify)

  _____ . . . . _____ years

23. I attest that the above information is true and accurate to the best of my knowledge:

Signature of Applicant _____

Date Signed _____
(month) (day) (year)

DUE BY MAY 22, 1970

1970 NATIONAL INSTITUTE ON INSTRUCTIONAL
TELEVISION AND ADULT BASIC EDUCATION

July 12-31, 1970

The University of Maryland
Conferences and Institutes Division
College Park, Maryland

PARTICIPANT NOMINATION FORM

I. The following people have been nominated from the State of_____to attend the Institute:

ABE Personnel	TV Personnel
NOMINEES	
1. Name: Title: Office Address: Telephone No: ( ) Description of present job: Years of experience in ABE:	1. Name: Title: Office Address: Telephone No: ( ) Description of present job: Years of experience as TV producer/director:
2. Name: Title: Office Address: Telephone No: ( ) Description of present job: Years of experience in ABE:	2. Name: Title: Office Address: Telephone No: ( ) Description of present job: Years of experience as TV producer/director:
ALTERNATES (1 each)	
1. Name: Title: Office Address: Telephone No: ( ) Description of present job: Years of experience in ABE:	1. Name: Title: Office Address: Telephone No: ( ) Description of present job: Years of experience as TV producer/director:

II. I expect that each of the above named individuals will be able, in the coming year, to work in the area of utilizing TV in our State's ABE Program.

III. Submitted by: Name:
Title:
Office Address:

Telephone No: ( )

PLEASE RETURN BY MAY 22, 1970 TO:

Mr. James P. Baker, Conference Coordinator
Conferences and Institutes Division
Center of Adult Education
University of Maryland
College Park, Maryland 20742
Telephone (301) 454-2322

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

Dear

Thank you for your interest in the 1970 National Institute on Instructional Television and Adult Basic Education. In response to your nominations we have forwarded application forms and information to the following:

You will be interested to know that this year's Institute is receiving wide support and participation. To date we have received nominations from such distant states as Washington, Oregon and Alaska. We are grateful for your nominations and the vital role you have played within your state in support of the Institute.

Sincerely,

John H. Buskey
Project Director

JHB/clt

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

THE UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

June 23, 1970

MEMORANDUM

TO: Participants in the 1970 National Institute on Instructional Television and Adult Basic Education, July 12-31, 1970.

FROM: James P. Baker, Coordinator

The University of Maryland is pleased to announce your acceptance to the National Institute. This memo and the enclosed information will assist you in making travel arrangements.

1. The University of Maryland will pay the cost of round-trip transportation to the Institute not to exceed the cost of round-trip air tourist rates plus appropriate ground travel. If you drive an automobile, you can only be reimbursed to the extent of round-trip air coach fare plus a ground travel allowance of $20.00. Please read the enclosed statement on travel regulations carefully before making travel arrangements. Make sure to bring travel receipts with you. In cases where the purchase of air transportation would cause hardship, the University is willing to purchase a ticket for you. To facilitate our doing this, return the Airline Ticket Request to us no later than June 30th. Requests received later than that date cannot be honored.

   We expect to be able to reimburse you for travel expenses on July 31st.

2. Please plan to arrive at the Center of Adult Education on Sunday afternoon, July 12th, before 6:00 p.m. Please note that the Center's dining room closes at 6:00 p.m. on Sunday so you should plan to arrive by 5:00 p.m. if you wish to eat dinner at the Center before the evening's activities.

3. Registration for the Institute will be 6-7 p.m. on Sunday, July 12th. There will be an opportunity during the registration period to submit expense statements. Secretaries will be available to assist you at that time.

4. The first general session of the Institute will begin at 7:15 p.m. on Sunday, July 12th. The session will consist of a general orientation to the Institute program, an introduction to the faculty, and a chance to get to know one another.

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

5. The Institute will adjourn at 1:15 p.m., Friday, July 31st. The last stipend payments will be made at 12:45 p.m. that day. To allow travel time, airline flight departures should be scheduled after 2:15 p.m.

6. Stipends: Each participant will receive a $75.00 per week living allowance to be allocated to him in three pay periods (each Friday at noon) during the Institute. In addition, you will receive $15.00 per dependent per week. A dependent is anyone whom you deduct as a dependent on this year's income tax. From this stipend a total of $8.00 will be deducted to cover the cost of two meals: a dinner, Tuesday evening, July 14th and a closing luncheon, Friday, July 31st.

7. Note: If you are an adult basic educator, please plan to bring either some lesson plans from specific content units or programmed instruction currently being taught in your school system. These materials will provide the content for the production of television programs during the second and third weeks of the Institute.

8. Your weekends are free and we will be happy to assist you with weekend group activities in the Washington area. A University "Summer Activity Card" providing admission to many weekend cultural activities will be provided by the Institute at no cost to participants.

9. READING MATERIALS to be read prior to the Institute are enclosed. For specific details please see the memo concerning these materials.

10. Please do not hesitate to contact me directly if you have any further questions. Telephone (301) 454-2322

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

June 23, 1970

MEMORANDUM

TO: Participants in 1970 National Institute on Instructional Television and Adult Basic Education, July 12-31, 1970

FROM: John Buskey, Project Director

SUBJECT: Advance Reading Materials for the Institute

Enclosed with this memorandum are several items which we would like to have you read prior to your arrival at the Institute. These materials are designed to give you an overview of the Institute, and to provide both ABE and TV participants with an introduction to certain basic concepts which will be an integral part of the Institute. Content and instruction in the Institute will be based on the assumption that you have read these materials.

I recommend that you read these documents in the following order:

(1) Donald H. Kirkley, "ITV: Approach to Basic Adult Education."
This is a published report of the 1969 Summer Institute and will give you a comprehensive picture of process, content, and activities utilized in last year's program. The 1970 program will be very similar and this article will give you a preview of the experiences you will encounter.

(2) Edgar J. Boone and Emily H. Quinn, "Curriculum Development in Adult Basic Education."
This short and very readable book will provide you with a model for curriculum development in adult basic education.

(3) Gerald M. Torkelson, "Educational Media."
An overview of contributions that educational media can make to the teaching-learning process, this booklet includes discussion of programmed materials, computer-assisted instruction, film loops, remote-access equipment, video-tape recorders and television.

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

(4) RFD Newsletter, October 1969
See the following.
"Who is the Undereducated Adult?" page 3.
"Who is the Potential RFD Member?" page 1.
"Problems of Rural Programs," page 2.

(5) RFD Newsletter, September 1969
See especially the "Adult Basic Education Target Flow Chart," pages 2-3, and the short list of "Client Needs," page 4.

(6) RFD Newsletter, January 1970
See especially "How RFD Utilizes Contemporary Theories of Mass Communication," pages 2-3.

(7) RFD Newsletter, March 1970
See the lead article, "How ABE Specialists Should Use TV," page 1, and "The Need for New Curriculum Designs is NOW," pages 2-3.

(8) Robert F. Mager, "Preparing Instructional Objectives."
This book has a format different from most books you read, and a thorough study of it will provide you with a set of skills that will be extraordinarily useful to you during the Institute.

Again, please read these prior to arrival at the Institute, and please bring them with you.

If, for any reason you are not able to attend the Institute, we would appreciate having these materials promptly returned to us so we may provide them to other participants.

We look forward to seeing you at 6:00 p.m., Sunday, July 12 for registration. Good Reading!

1970 INSTITUTE PLANNING COMMITTEE

Dr. Thomas J. Aylward
Project Co-Director
Professor
Division of Radio and Television
Dept. of Speech and Dramatic Arts
University of Maryland
College Park, Maryland 20742

Mr. James P. Baker
Project Coordinator
Conference Coordinator
Conferences and Institutes Div.
University of Maryland
College Park, Maryland 20742

Dr. John H. Buskey
Project Director
Director
Conferences and Institutes Div.
University of Maryland
College Park, Maryland 20742

Mrs. Thelma Cornish
Supervisor of Adult Basic Education
Maryland State Dept. of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Mr. Boris Frank
Rural Family Development Project
WHA-TV
3313 University Avenue
Madison, Wisconsin 53705

Dr. Donald Kirkley
Assistant Professor
Division of Radio and Television
Dept. of Speech and Dramatic Arts
University of Maryland
College Park, Maryland 20742

Mr. Melvin Muchnik
Department of Mass Communication
University of Denver
Denver, Colorado 80210

Dr. Emily Quinn
Professor of Adult Education
North Carolina State University
Raleigh, North Carolina 27607

Mr. Carl S. Schramm
Assistant Professor
Education Division
Baltimore County Campus
University of Maryland
Catonsville, Maryland

APPENDIX B

Participants

Faculty

Certificate

UNIVERSITY OF MARYLAND

1970 NATIONAL INSTITUTE ON INSTRUCTIONAL TELEVISION
AND ADULT BASIC EDUCATION

Final List of Participants, July 15, 1970

ALABAMA

Mrs. Sara E. Crowe (ABE)
Eitowak County Board of Education
Room 109, Courthouse
Gadsden, Alabama 35901

Institute Address: CAE 225
Institute Tel. No: 225

Mr. Winston Huey Long (TV)
Assistant ETV Coordinator
Room 352, State Office Building
Montgomery, Alabama 36104

Institute Address: CAE 227
Institute Tel. No: 227

Mr. Bob W. Walden (ABE)
Area Supervisor for ABE
106 Roberts Avenue
Gadsden, Alabama 35901

Institute Address: CAE 215
Institute Tel. No: 215

ALASKA

Mr. C. Wayne Hussey (ABE)
Coordinator, Adult Basic Education
206 E. 5th Avenue
Anchorage, Alaska 99501

Institute Address: CAE 315
Institute Tel. No: 315

DELAWARE

Miss Suzanne Casarino (ABE)
Teacher of English and Communications
Chestnut Hill Road
Newark, Delaware 19711

Institute Address: CAE 225
Institute Tel. No: 225

DELAWARE

Mr. Earl F. Fields (ABE)
Classroom Teacher
Church Street
Bridgeville, Delaware 19933

Institute Address: CAE 314
Institute Tel. No: 314

FLORIDA

Mr. Anthony L. Adolino (ABE)
Supervisor of Adult Education
Box 8369
Ft. Lauderdale, Florida 3310

Institute Address: Royal Pine Motel
Institute Tel. No: 935-0311

Mr. Warren R. Davis (TV)
Producer/Director
Department of Instructional Media
University of West Florida
Pensacola, Florida 32504

Institute Address: CAE 322
Institute Tel. No: 322

Mr. Floyd Gibbs (ABE)
Developmental Reading
Lee County School Board
Lee County Courthouse
Ft. Myers, Florida 33901

Institute Address: CAE 229
Institute Tel. No: 229

Mr. Larry E. Watts (TV)
Production Manager WFSU-TV
202 Dodd Hall Florida State University
Tallahassee, Florida 32304

Institute Address: CAE 202
Institute Tel. No: 202

IDAHO

Mr. William A. Byrd (TV)
Assistant Professor - Radio - TV
ITV Coordinator, Production-Promotion Director
Communications Department KUID-TV
University of Idaho
Moscow, Idaho 83843

Institute Address: CAE 214
Institute Tel. No: 214

Mr. David G. Hanson (ABE)
Coordinator, Civil Defense Training Programs
Division of Continuing Education
University of Idaho
Moscow, Idaho 83843

Institute Address: Royal Pine Motel
Institute Tel. No: 935-0311

Mr. Gordon F. Jones (ABE)
Supervisor - Adult Basic Education
Idaho State University
10th and Terry Street
Pocatello, Idaho 83201

Institute Address: CAE 329
Institute Tel. No: 329

Mr. Donald R. Rogers (TV)
Production Supervisor
Radio-TV Services Department
Idaho State University
Pocatello, Idaho 83201

Institute Address: CAE 203
Institute Tel. No: 203

INDIANA

Mr. Joe Dallas Bryant (ABE)
State Supervisor of Adult Basic Education
401 State House, Div. of Adult Education
Indianapolis, Indiana 46204

Institute Address: CAE 215
Institute Tel. No: 215

INDIANA (cont.)

Mr. Paul Anthony Zeiss (TV)
Director of Broadcasting Curriculum at V. U.
1029 North 4th Street
Vincennes University
Vincennes, Indiana 47591

Institute Address: CAE 316
Institute Tel. No: 316

KENTUCKY

Mr. Lamar V. Marchese (TV)
Information Specialist
U.P.O. 1353, Morehead State University
Morehead, Kentucky 40351

Institute Address: CAE 534
Institute Tel. No: 534

LOUISIANA

Mr. Lionel W. Babb (TV)
Assistant Administrator
Louisiana Hospital Television Network
655 North Fifth Street
Baton Rouge, Louisiana 70814

Institute Address: CAE 205
Institute Tel. No: 205

Mr. Charles Edward Holstead (ABE)
Assistant Director
Northeast Louisiana Learning Center
501 South Grande Annex
Monroe, Louisiana 71201

Institute Address: CAE 312
Institute Tel. No: 312

NEW HAMPSHIRE

Mr. Richard L. Castle, Jr. (TV)
Producer/Director
New Hampshire Network, Box Z
Durham, New Hampshire 03824

Institute Address: CAE 205
Institute Tel. No: 205

Miss Sylvia A. Giggas (ABE)
ABE Teacher's Aide
Newfound School System
Bristol, New Hampshire 03222

Institute Address: CAE 325
Institute Tel. No: 325

Mr. John Edward Konczeski, Jr. (ABE)
Sixth Grade Teacher
Rollinsford Grade School
Rollinsford, New Hampshire 03842

Institute Address: CAE 219
Institute Tel. No: 219

OHIO

Mr. Jerome D. Bird (TV)
Director of Continuing Education for
WBGU-TV
Bowling Green State University
Bowling Green, Ohio 43402

Institute Address: CAE 316
Institute Tel. No: 316

Mrs. Laura F. Pollock (ABE)
Special Projects - TV - Mini-labs.
Cleveland Board of Education
Adult Education Department
East Sixth Street
Cleveland, Ohio 44114

Institute Address: CAE 318
Institute Tel. No: 318

OREGON

Mrs. Barbara Cole (TV)
Specialist, ITV and Radio
Oregon Board of Education
942 Lancaster Drive, N.E.
Salem, Oregon 97310

Institute Address: CAE 213
Institute Tel. No: 213

PENNSYLVANIA

Mr. Paul W. Lutz (TV)
Educational Media Specialist
Department of Education; Bureau of
Instructional Media Services
Box 911
Harrisburg, Pennsylvania 17126

Institute Address: CAE 324
Institute Tel. No: 324

Mr. Barry H. Newill (ABE)
Director of Education
Harrisburg State Hospital, Pouch A
Harrisburg, Pennsylvania 17105

Institute Address: 108 C Alleghney Hall
Institute Tel. No: 454-2067

Mr. Timothy D. Wingfield (ABE)
Co-Director, Harrisburg Learning Lab.
1175 Bailey Street
Harrisburg, Pennsylvania 17103

Institute Address: 1306 Merimac Rd.
Apt. #301
Langley Park
Institute Tel. No:

PUERTO RICO

Mr. Juan Miranda-Alfonzo (TV)
Senior Producer II
WIPR-TV, Channel 6
Programming Department
P. O. Box 909
Hato Rey, Puerto Rico 00919

Institute Address: CAE 321
Institute Tel. No: 321

Mr. Pablo A. Cabrera-Ramirez (TV)
Senior Staff Director
WIPR-TV, Avenida Hostos
Hato Rey, Puerto Rico 00919

Institute Address: CAE 321
Institute Tel. No: 321

Mrs. Provi Coca de Mendez (ABE)
ABE Specialist
Department of Education, GPO H-759
Hato Rey, Puerto Rico 00919

Institute Address: CAE 320
Institute Tel. No: 320

Miss Francisca Ayala Roman (ABE)
ABE Specialist
Department of Education, GPO H-759
Hato Rey, Puerto Rico 00919

Institute Address: CAE 320
Institute Tel. No: 320

SOUTH DAKOTA

Mr. Vic I. Cole (ABE)
Teacher
Brookings Middle School
601 4th Street
Brookings, South Dakota 57006

Institute Address: CAE 207
Institute Tel. No: 207

SOUTH DAKOTA (cont.)

Mr. Thomas M. Engeman (TV)
Director of Television
KUSD-TV
University of South Dakota
Vermillion, South Dakota 57069

Institute Address: CAE 207
Institute Tel. No: 207

TEXAS

Mr. James E. Gibson (TV)
Director of Television
1922 S. Gen. McMullen
San Antonio, Texas 78201

Institute Address: 3109 Brinkly Rd., S.E.
Apt. 201, Oxen Hill, Md.
Institute Tel. No: 630-3786

Dr. Gary D. McDaniel (ABE)
Director Continuing Education
Henderson County Junior College
Athens, Texas 75751

Institute Address: CAE 217
Institute Tel. No: 217

Mr. Bill W. Thompson (TV)
Operations Manager-TEMP & U.T.CCTV
P. O. Box 7158
Austin, Texas 78712

Institute Address: CAE 319
Institute Tel. No: 319

Mr. Elwyn C. (Chip) Williams (ABE)
Consultant, Program Planning & Approval
Division of Adult & Continuing Education
Texas Education Agency
Austin, Texas 78711

Institute Address: CAE 535
Institute Tel. No: 535

UTAH

Mr. Brent H. Gubler (ABE)
State Director of Adult Education
Utah State Board of Education
1022 University Club Building
Salt Lake City, Utah 86111

Institute Address: CAE 317
Institute Tel. No: 317

Mr. Daniel A. Keeler (TV)
Media Specialist
Utah State Board of Education
Director of Utah Network for Instructional Television
1400 University Club Building
Salt Lake City, Utah 84111

Institute Address: CAE 317
Institute Tel. No: 317

WASHINGTON

Mr. Neil S. Dressler (ABE)
Instructional TV Coordinator
ABE Classroom Teacher
Spokane Community College
W. 3410 Ft. Wrigth Drive
Spokane, Washington 99203

Institute Address: CAE 212
Institute Tel. No: 212

Mr. Dennis F. Jamison (TV)
Producer-Director
S. 3911 Regal Street
KSPS-TV
Spokane, Washington 99203

Institute Address: CAE 212
Institute Tel. No: 212

WEST VIRGINIA

Mr. Ernest (Gene) Davis (ABE)
Area Supervisor-Adult Basic Education
Box 430
Hinton, West Virginia 25951

Institute Address: CAE 223
Institute Tel. No: 223

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University of Maryland

This Certificate is awarded to

in recognition of the successful completion of the

National Institute
on
Instructional Television
and
Adult Basic Education

at College Park, Maryland

July 12-31, 1970

Sponsored by the

Conferences & Institutes Division, University College
Division of Radio & Television, College of Arts & Sciences

Ray Ehrensberger
Dean, University College

Acting Director, Institutes Division
Project Director

Director, Division of Radio & Television
Project Co-Director

06-98-90

APPENDIX C

Television Teams and Productions

TELEVISION - ADULT BASIC EDUCATION

PROGRAM PROJECTS

These programs were produced during the Institute on Instructional Television and Adult Basic Education at the University of Maryland, July, 1970.

The programs illustrate possible applications of television technology in meeting the needs of adult basic education. Samples of television programs in teacher training, student motivation, direct teaching, community awareness and student recruitment are included.

The program ideas, script preparation, shooting of filmed inserts, staging, lighting, rehersal and final video recording were accomplished by six teams of Institute participants in a three week period.

The programs are not professional in production quality. They do demonstrate the practical application of student learning experiences provided during the Institute.

Programs were recorded in the television studios of the University of Maryland.

1970 NATIONAL INSTITUTE ON INSTRUCTIONAL TELEVISION

AND ADULT BASIC EDUCATION

July 15, 1970

GROUP I Alaska, Delaware, Washington, Wisconsin

C. Wayne Hussey	ABE	Neil S. Dressler	ABE
Suzanne Casarino	ABE	Dennis F. Jamison	TV
Earl F. Fields	ABE	James C. Catania	ABE
		Robert Leu	TV

GROUP II Idaho, South Dakota, Utah

William A. Byrd	TV	V. I. Cole	ABE
David G. Hanson	ABE	Thomas M. Engeman	TV
Donald R. Rogers	TV	Brent H. Gubler	ABE
Gordon F. Jones	ABE	Daniel A. Keeler	TV

GROUP III New Hampshire, Oregon, Pennsylvania, Kentucky

Richard L. Castle	TV	Paul W. Lutz	TV
Sylvia A. Gigas	ABE	Barry H. Newill	ABE
Edward Konczeski	ABE	Timothy D. Wingfield	ABE
Barbara Cole	TV	Lamar V. Marchese	TV

GROUP IV Indiana, Louisiana, Ohio, West Virginia

Joe Dallas Bryant	ABE	Jerome D. Bird	TV
Paul Anthony Zeiss	TV	Laura F. Pollock	ABE
Lionel W. Babb	TV	Ernest E. Davis	ABE
Dean Sturm	TV	Jarrell K. Hartsog	ABE
		Charles Holstead	ABE

GROUP V Alabama, Florida

Sarah D. Crowe	ABE	Anthony L. Adolino	ABE
Winston Huey Long	TV	Warren R. Davis	TV
Bob W. Walden	ABE	Floyd Gibbs	ABE
		Larry E. Watts	TV

GROUP VI Texas, Puerto Rico

Jim Gibson	TV	Juan Miranda Alfonzo	TV
Gary D. McDaniel	ABE	Pablo A. Cabrera-Ramirez	TV
Bill W. Thompson	TV	Provi Coca de Mendez	ABE
Elwyn C. Williams	ABE	Francisca Ayala Roman	ABE

Team Productions

Group I - Alaska, Delaware, Washington, Wisconsin

(a) Promotional/Public Relations - "Do you know what this contract really says?"
(b) Content - "Table Topics"
(c) Teacher Training - "Know Your Student"

Group II - Idaho, South Dakota, Utah

(a) Promotional/Public Relations - "Success"
(b) Content - "The Argument"
(c) Teacher Training - "TNT For Teachers"

Group III - New Hampshire, Oregon, Pennsylvania, Kentucky

(a) Promotional/Public Relations - "When Things Don't Seem To Fit"
(b) Content - "News, Fashion, Weather and Sports"
(c) Teacher Training - "The Pool Game"

Group IV - Indiana, Louisiana, Ohio, West Virginia

(a) Promotional/Public Relations - "Your Need For Adult Education"
(b) Content - "GED Test Orientation"
(c) Teacher Training - "The Craig Reader"

Group V - Alabama, Florida

(a) Promotional/Public Relations - "Adult Public Education--Your World Changer"
(b) Content - "Honeynym"
(c) Teacher Training - "Tell It Like It Is"

Group VI - Texas, Puerto Rico

(a) Promotional/Public Relations - "Your Adult Learning Center"
(b) Content - "Hazards In The Home"
(c) Teacher Training - "Getting Acquainted"

Sample Production - Promotional/Public Relations Script

60 Second Spot Group II

VIDEO	AUDIO
SLIDE: #1: 30% Off	MUSIC: (Audio Cart.) Establish and under.....
SLIDE #2: 5% Savings, Sale 50% Off	VOICE: SALES AND SAVINGS!!! Discounts-discounts!!!
SLIDE #3 Sale-Save Grand Opening etc.	Sales and Savings
Slide #4: Clearence-Values Ets.	Clearances!!!
Slide #5: Percentages	Reductions!!!
Slide #6: Swimm. etc.	Percentages!! Percentages!!!
Slide #7 HELP	SOUND EFFECT: Cymbal Crash--- VOICE: Help!! HELP!!!!!
Crawl: 333-2244 x "Success" c/o your P.O.	ANNCR: Are you confused by numbers and figures? Adult Education "Success# can help you. Call 333-2244. That"s three three"s, two two"s and two fours 333-2244. Or if you prefer, just send your name and address to "Success" care of your nearest post office. Remember, "Success. This service is free.
FADE TO BLACK.....	MUSIC UP AND OUT

Sample Production - Content Script

GROUP 5
PROJECT B

1.
FADE UP FROM BLACK TO MCU
HONEYNYM

MUSIC UP TO INTRO "NEW ORLEANS"

Hello big boys I am honeynym! I ar glad you could come up to see me. I want you to meet my to frineds.

Here is TO now--do your stuff!

2. ZOOM TO INCLUDE TO: EXIT HONEYMAN TIGHTEN SHOOT OF TO KEY IN TO

Hi! My name is TO. I show directions I look like this-------

You and I can go places together

see. .....

3. KEY IN SENTENCE

YOU GO _____ THE MOVIES.
(to positions himself in the blank)
LOSE KEY

Here is another way we can go places together.

"You go blank the movies! "You go to the movies. "

4. MCU TO
KEY IN SECOND SENTENCE
To positions himself in the blank
LOSE KEY

Here is another..
"I will goblank school."
Did you get it?

5. MCU TO
KEY IN SENTENCE
Position To in the blank

Lose KEY

"I will go to school"
One more time.
"They went blank work."
"They went to work"

6. WIDEN TO INCLUDE HONEYNYM ENTERING

To leaves set humming SINGLE HONEY

"Thanks TO come back and see me sometime.

HONEY: Now here is another TO FRIEND He is too much! Go ahead big boy.
TOO: Ok Honey I am too much. I am used to compare things --- Like this
" He is too blank small."
"He is too small

7. MCU TOO

KEY IN SENTENCE: He is _____ small.
Position Too in the blank

Lose key

8. MCU TOO
KEY IN SENTENCE
Position Too in the blank
Lose key

TOO:I eat blank much.
"I eat too much.

9. MCU TOO
KEY IN SENTENCE
Position TOO in blank

LOSE KEY

TOO: "I WILL GO BLANK."

"I WILL GO TOO" I could go also but going too is easier.

10. MCU HONEY

HONEY Later Big Boy----Now here is my "to" friend thats in the numbers game. Hello Two

11. MCU TWO (dancing)

TWO Hi Hi Honey Honey two two heads heads are are better better than than one one. The two of use (humming) I am used to write the figure 2 Try this.

KEY IN SENTENCE

"I am number blank"

Position TWO in the sentence blank
Lose Key.

"I am number two"

Now this one

12. MCU TWO

KEY IN SENTENCE
Position two in the blank
Lose Key.

"The blank of us went home."
"The two of us went home."

Here is another

13. MCU TWO

"We have blank cars."

KEY IN SENTENCE
Position TWO in the blank

" We have two cars."

LOSE KEY

HONEY
Thanks fellows.
My three "to" friends have shown us who they are and what they can do.
Now lets see if you can put them in their place.

14. MCU HONEY
15. Zoom to CU HONEY

KEY IN SENTENCE
Position in proper to

"We came Blank on time."
"WE came to class on time."

LOSE KEY

Did you get it? That was pretty good fellows. Now lets try it again.

16. MCU HONEY
KEY IN SENTENCE
Position two in blank.

"The blank men came late."
"The two men came late."
Now lets do it again.

LOSE KEY

17. MCU HONEY
KEY IN SENTENCE
Position too in the blank

Now lets do it again

"There is blank much noise."
"There is too much noise."

Lose Key
18. MCU HONEY
KEY IN SENTENCE
Position to in the blank

ONe more time.
"That girl is pretty blank."
No No boys that girl is pretty but not as pretty as me. Come on fellows.
What did you say?
"That girl is pretty too" Too is a man enough for the job.

Position too in the blank

LOSE KEY

19.	MCU TOO	bows out	HONEY: Too id used to compare.....
20.	MCU TWO	bows out	HONEY: Two is used to count.....
21.	MCU TO	bows out	HONEY: To is used to show direction... and go places
22.	CU HONEY		HONEY: I've got to go places now. But I have other hominyms friends.I am going to bring too. We will talk about them next time---just the two of us.

ZOOM OUT TO FULL SHOT OF HONEY
She swings off camera

See you big boy. MUSIC UP STRIPPER.

BLACK BLACK BLACK BLACK

TEACHER TRAINING SCRIPT - PAGE 1 Producer: Group 3

VIDEO	AUDIO
CU of 8 ball, cue ball and corner pocket of pool table. Barber chair in background. 8 ball is shot into pocket. Then a quarter is dropped on the table. It is picked up, as camera dollies back to take in full scene of pool table, two players, and barber chair in background.	Player: WELL YOU WON AGAIN, JOHN. YOU'RE REALLY SHOOTIN' GOOD TODAY. (John picks up coin as camera comes back) John: EH -- JUST LUCKY I GUESS. RACK 'EM UP AND I'LL GIVE YA A CHANCE TO GET YOUR MONEY BACK.
As balls are racked again, camera focuses on barber chair with person #2 having his hair cut. John turns to person #2 as camera focuses on whole scene and walks over to him.	Person #2 reads paper and points to section saying: HEY MAN, LOOK IT HERE -- JAMESON CONSTRUCTION COMPANY IS HIRING WORKERS. NO EXPERIENCE NECESSARY AT $2.75 AN HOUR. John replies: WHAT'S THAT? YA SAY THEY'RE HIRING AT JAMESON? LEMME SEE THAT.
John looks down at paper (E.CU of ad written in script). He looks embarrassed, draws back.	As John draws back, he says: UH, UM, OH, I FORGOT MY GLASSES. READ IT FOR ME, OK? Person #2 reads ad giving location and time. John says: BOY, THAT'S JUST WHAT I'M LOOKIN FOR. I'D BETTER HUSTLE ON DOWN AND CHECK IT OUT. SEE YA LATER.
Long shot of John waving good bye to people and leaving pool hall.	

VIDEO	AUDIO
John walks down sidewalk, stops at store and looks in window. Two men walk out of store with packages. They are admiring a hat held by one of the men.	Man with hat speaks: THAT SURE IS A GREAT SALE THEY'RE HAVING IN THERE. THIS HAT WAS REDUCED FROM $13.95 TO $5.00 EVEN. (Men continue talking with voices trailing off as they walk away from John.)
Full length shot then medium shot. John enters store, browses around, picks up a tie that matches his shirt, and takes it to the counter.	John hands salesman tie and asks: HOW MUCH? Salesman: $7.95. John: BUT... WAT'S THE SALE PRICE? Salesman looks questionningly: WHY -- TIES AREN'T ON SALE. THE SIGN IN THE WINDOW ONLY SAYS HATS AND SPORTCOATS ON SALE. DIDN'T YOU SEE THE SIGN?
2 shot of John and salesman.	
John walks out of store and, after looking around, walks up to a policeman. (While John is looking around, camera pans buildings, one of which has a sign which says, "Jameson Construction Co." in script.)	
2 shot of John and policeman. Policeman points across the street. John looks at policeman angrily.	John: HEY -- WHERE'S JAMESON CONSTRUCTION COMPANY? John: THANKS!

VIDEO	AUDIO
John walks into building, looks around, sees receptionist. 2 shot of John and receptionist.	John to receptionist: ARE THEY STILL HIR-ING CONSTRUCTION WORKERS? Receptionist:
Receptionist talks over intercom.	YES ... ONE MOMENT PLEASE. MR. BURNS, THERE'S A MAN HERE WANTING CONSTRUCTION WORK. SHALL I SEND HIM IN? Over inter-com: YES, HAVE HIM COME IN.
Receptionist asks John his name and shows John to a door motioning him to go in. Receptionist introduces John to Mr.	
Burns. Mr. Burns seated at desk, rises.	Mr. Burns: HOW DO YOU DO, JOHN. I HEAR YOU'RE LOOKING FOR A JOB. John nods:
Mr. Burns hands John an application. CU of appliation as John takes it from Mr.	YES SIR. Mr. Burns: HERE -- FILL OUT
Burns. John stares at application (writ-	THIS APPLICATION AND WE'LL SEE IF WE CAN'T
ten in script). Back shot of John. . . 2 shot of John and Mr. Burns when John.	FIX YOU UP WITH A JOB.
looks up. .	Mr. Burns begins talking; John doesn't acknowledge: MR. CANNON, AREN'T YOU LIS-TENING -- I ASKED IF YOU'VE HAD ANY PRE-
John looks up at Mr. Burns. Then down at	VIOUS EXPERIENCE WITH CONSTRUCTION WORK?
application, then up again -- drops ap- plication on desk.	John: I'VE CHANGED MY MIND.
John walks out quickly. As John leaves, Mr. Burns shrugs his shoulders, sits down again and as he gets back to work, mumbles.	

VIDEO	AUDIO
Long shot of John leaving building and getting ready to cross street at corner. His head is down until he gets to corner. Then he looks at WALK/DON'T WALK sign. (Fast CU of sign in script) He looks up and down street, then crosses. Walks into welfare office and gets welfare check. (CU of John's hand as he signs "X" to welfare paper) John enters restaurant, sits down looking depressed -- his mind a blank. Waitress hands him menu and John opens it. (Fast CU of menu written in script, then cut to John angrily closing menu) Waitress takes order and leaves.	John: I'LL JUST HAVE A HAMBURGER AND COKE.
Camera dissolves to John coming out of restaurant. As John walks down street, he stops and buys a newspaper and folds it under his arm without even looking at it. (CU of newspaper headlines written in script) As John continues to walk, getting more and more depressed, someone with armful of leaflets rushes up and holds one in front of John. (CU of leaflet written in script) In anger, John grabs leaflet and tears it up, then pushes past the person.	

VIDEO	AUDIO
"Get off the grass scene" inserted here. As John gets back to his neighborhood, an acquaintance walks out of a store, recognizes John and says hello, starting up an idle conversation. Then he notices John's newspaper. He points to paper.	Acquaintance: HEY, JOHN, WHAT'RE <u>YOU</u> DOIN WITH A NEWSPAPER WHEN YOU CAN'T EVEN SIGN YOUR NAME? YOU PLAYIN THE ROLE OR SUMTHIN? John: AH -- SHUT UP!! MAYBE I'M LEARNIN TO READ. Acquaintance laughs: YOU AIN'T LEARNIN TO READ NOTHIN! I KNOW CUASE I BEEN GOIN TO THAT ADULT SCHOOL FOR TWO WEEKS AND I AIN'T SEEN YOU ONCE! Acquaintance laughs again.
John turns away and starts to leave, but turns around again as acquaintance talks. 2 shot of acquaintance and John. (John's face showing as acquaintance speaks) Acquaintance walks away out of picture. John makes angry face and "flips him the bird," then turns and walks away himself and throws paper away.	
John reenters pool hall and sees same player as in opening scene. 2 shot of of John and player.	Player: DID YA GET THE JOB? John snaps back: NO! THEY...UH ALREADY HAD ALL THE GUYS THEY NEEDED. C'MON I'LL SHOOT YA A GAME.
Pool player racks balls, John breaks rack. CU of balls being hit by cue ball. Intersperse flashbacks. Blur picture.	

VIDEO	AUDIO
Refocus on classroom scene of John at blackboard writing his name in script. Teacher looks on and congratulates John when he finishes. CU of John looking at his work and smiling. Pan to CU of John's name which dissolves into English. Then flashback all previous flashbacks only have all signs in English (or have all signs in script and dissolve into English) Last flash is "To Know" in script dissolving into English, followed by remaining credits.	

APPENDIX D

Back-Home Applications

University of Maryland

National Institute on Instructional Television
and Adult Basic Education

July 12-31, 1970

Team Tasks on Back-Home Application

Thursday, July 30, 1970

TEAMS I-VI: (Can use Team Offices and Room B.)

TASK A: Discuss potential utilization of television as a medium in adult basic education programs. Think broadly and consider open air broadcasting, CCTV, CATV, Statewide television, classroom, public relations, and any other uses of television or other media which seem appropriate for promotional, recruiting, teacher-training, and/or instructional purposes. Develop a list of these uses.

STATE TEAMS: (Can use Team Offices, bedrooms, Room B, etc.)

TASK B: Take the list of uses developed in Task A and develop a specific plan for utilization of television in ABE programs in your state. This plan should indicate how the following people will be informed and their cooperation sought in gaining approval for the use of TV in ABE programs:

(1) State Director of ABE and his staff

(2) Local and area ABE personnel

(3) ETV or ITV State Network or Station personnel

(4) Other relevant people in the State.

TEAMS I-VI: (Can use Team Offices and Room B.)

TASK C: Prepare oral and written report of Teams' plans for utilizing television in State ABE programs (oral report not to exceed 10 minutes). This report is to be presented Friday morning between 9:00 a.m. and 10:30 a.m.

The following suggestions may be helpful in working on the above tasks:

1. In what areas of your ABE program can television make the greatest contribution? What are some specific action strategies that can be developed to do this?

   a. What support and/or collaboration will be needed within your state or team to facilitate programming in the above areas?

b. Identify specific problems and resources (people, facilities, money) which are needed to implement these plans.

2. What products could be developed by individuals or task forces under the auspices of the University which would contribute to the programs of several or of all states? (For example, materials, video-tapes, or films on a specific area such as teacher-training, recruitment, family life education, consumer education, etc., which could be used by the variety of States represented at this Institute?)

3. In what other ways can the University be helpful to you? What other kinds of resources and support can we provide?

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

August 21, 1970

MEMORANDUM

TO: Participants in the 1970 National Institute on Instructional Television and Adult Basic Education

FROM: Dr. John H. Buskey, Director

SUBJECT: Summary of Team Proposals

I am pleased to send you a Summary of the "back-home" application plans as presented by Teams and States on Friday, July 31. Two copies are enclosed so you may share one with other appropriate people. The final transcript was some 22 pages long, and therefore I undertook the task of editing to shorten it for easier reading. I want to apologize in advance to any speaker whose words may have been misconstrued or misinterpreted in the transcription or editing processes!

There are many excellent ideas in the various proposals which should be of real value and interest to all States. I encourage you to review all the proposals and to consider how you and your State could take advantage of them. Especially, you may want to consider some joint efforts on a regional basis or on a special problem area, such as programs for Spanish speaking people, for Indians, prison populations, and so forth.

Within the next three or four weeks we will be sending you a form on which your State can indicate what kind of copy (e.g., video tape, kinescope, etc.) you will want of the programs produced during the Institute. At the same time we'll try to give you a realistic availability schedule.

Please keep in touch and we'll do the same. Best of luck in pursuing TV for ABE!

JHB/cc

Enclosure

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

University of Maryland
1970 National Institute on Instructional
Television and Adult Basic Education
July 12 - 31, 1970

SUMMARY OF TEAM PROPOSALS

GROUP I: Alaska, Delaware, Washington and Wisconsin

Plans for utilizing television in State ABE Programs:

(1) The use of open air broadcasting for promotion, motivation, and involvement of people, primarily in the form of spots. Spots also to be used in the solicitation of local program support through business, trade unions, and local civic organizations.

(2) To make use of TV facilities for teacher training. We would like to use the major television broadcasting facilities in our areas for the production of localized teacher training materials.

(3) The community antenna systems (CATV) are currently under legislation to provide locally produced material of some kind and seem to be looking for material to air that has been locally produced to fulfill the FCC requirements. Our suggestion would be to make use of some of these CATV facilities for programs in the area of coping skills relevant to a particular geographical area which the antenna system is serving.

(4) The use of closed circuit TV (CCTV) in training programs for teachers and para-professionals and also for self-evaluation in the classroom of both the teacher and the para-professional.

(5) Use CCTV to develop single concept units, through state or local ABE auspices, for the use of ABE teachers. For example, use our limited teaching facilities, tape a demonstration or unit, then distribute this in a CCTV, virtually single concept unit for use and distribution throughout a state. The classroom teacher may use it at a time when it is most appropriate for that particular classroom.

(6) Plan and conduct two mini-institutes, similar in concept to the Maryland Institute, one aimed primarily at the rural or at least non-urban ABE teachers, and a second aimed directly at urban people. We would bring together both ABE and local TV people, assuming that if you are going to use local TV people or facilities, your ABE teacher should have some knowledge of those persons and facilities, and conversely the local TV people should have some knowledge of the problems that are facing the ABE personnel.

(7) To stress with our state directors and with our local people, that we should both continue to use our TV facilities and expand that use as rapidly as possible.

GROUP II: Idaho, South Dakota and Utah

(a) Idaho -- we plan:

(1) To meet with our State ABE Director and Program Supervisors in Educational TV to determine the needs and priorities of this program.

(2) To explore the possibilities of federal funding for the development of television as an important component of ABE programs on the Indian reservations.

(3) To explore the possibilities of conducting several workshops to acquaint ABE teachers and administrators with the potentials of TV and possibly involve the University of Maryland staff as consultants.

(4) To use open circuit and CATV to develop a campaign to promote public awareness and recruitment of students and volunteers. The above will be accomplished through "X" number of public service announcements employing both commercial and educational radio and television. The productions in the areas of teacher training and classroom content materials will be distributed through CCTV (including portable equipment), the two existing public broadcast stations, and the proposed TV educational network in Idaho.

(b) South Dakota -- The ETV and ABE programs in South Dakota are comparatively new and are just getting off the ground. We plan to do the following things when we return to South Dakota:

(1) Initially we want to use TV for promotion and recruiting of students, training of teachers, and to create an awareness of the South Dakota ETV network.

(2) We will see the State Director of ABE within the next ten days at an institute which both of us will attend. The whole State ABE staff, which includes two people, the new ABE teachers, and the local ABE directors will attend. At the institute we will make specific plans for utilizing TV in ABE programs, with a focus on reaching people on the Indian reservations, in the state penitentiary, and in the general ABE programs.

(c) Utah -- The Utah delegation plans the following:

(1) Present to the Utah State Board of Education a report on the Institute and a statement of recommended applications.

(2) Meet with selected District Directors of Adult Education particularly along the Wasash Front comprising 90% of the population in the state to report on the Institute and to get their recommendations for action, their support, and involvement. We think this is the key to anything else we talk about doing or plan to do.

(3) Launch a pilot spot announcement campaign for ABE using TV and radio. The two Maryland produced films on the "Right-to-Read" theme will serve as a beginning base for the campaign. We anticipate no difficulty in getting spot announcements on at least seven stations in the state.

(4) Plan and conduct a state mini-workshop (probably in January or June) involving key ABE and TV personnel in the development of an action program. The State of Utah puts in its bid now for consultant assistance and available outside funds.

(5) Produce a twenty to thirty minute 16mm color film on ABE in Utah, its critical needs, current status, potential opportunity and aspirations. The project has already been locked into the production schedule of the Utah Network for Instructional Television. Research and scripting are scheduled for April or May of next year. We are sure that this can be considered a firm commitment. Its elaboration and detail will take place during or soon after the mini-institute.

GROUP III: Oregon, New Hampshire, Pennsylvania and Kentucky.

(a) Oregon -- To my knowledge no previous attempt has been made in Oregon to utilize television for ABE instruction. Therefore, I would submit that the first step be a very small one, and that we attempt to mount a demonstration that might by its very being plead our cause. In planning to initiate such utilizations, it would be wise to assess two factors in Oregon:

(1) The high priority instructional needs and I am not fully aware of these. I know we have urban as well as rural areas that need help.

(2) The effective ways to use television to help meet these needs. If beginning reading is identified as a high priority instructional need, then television might be used to present the aspects of phonics useful to beginning readers.

When decisions have been made concerning these two factors a series of telecasts could be produced utilizing the resources of a number of agencies that already

exist in the State:

(1) The production facilities of Oregon Educational Broadcasting which are composed of two TV channels and two radio stations -- one AM and one FM.

(2) The consulting services of the ABE director at the Oregon Board of Education.

(3) The talents of ABE teaching specialists throughout the state.

(4) The cooperation of satellite agencies who also service ABE clients such as health, welfare and employment institutions.

The telecasts could be transmitted over ETV Channels 7 and 10 in the most populated areas and extended by means of CATV and the ITSS system to areas in the state not covered by the ETV network. In remote areas portable equipment could be used to play back telecasts previously taped off the air. This would take care of the distribution problem without a great capital expenditure.

The telecasts should be embedded in a well defined systematic instructional plan. Each telecast would be an essential component of an entire lesson plan with pre-imposed telecast activities. Feed-back and evaluative instruments would also be designed and utilized. Other media such as newspapers, radio stations, commercial television stations, movie theatres, TV guides, public transit companies, public utility companies, etc., would be requested to assist in promoting the ABE programs by mounting cooperative publicity campaigns to promote the classes. Community service organizations and civic groups could support the televised lessons by helping to provide receivers, meeting places, and so forth. It is very important to pre-plan all component activities, including television, so that each component is utilized to its maximum effectiveness. Those telecast activities must build upon and reinforce the telecast in order to

maximize the learning effects. I think it is important to demonstrate the usefulness and the benefits of television. The plan can be adapted to serve a variety of subject areas. The adult learning sessions could be utilized as teacher training laboratories. Trainees could assist in the classes, observe the teaching-learning process and familiarize themselves with the materials as part of their training experience. In some cases radio could be utilized to reinforce or supplement the televised instruction. For example, televised instruction in English as a second language could use the services of the radio for additional oral drill.

(b) New Hampshire -- Our state presently has no system with ABE and television at work, but we plan the following steps:

(1) We are going to arrange a meeting with our state ABE consultant and the ETV director to discuss this Institute.

(2) We will propose using the Maryland Right-to-Read Spot on both the commercial and the ETV stations, and will add a local tag to that.

(3) We would like to develop a series of programs that would be centered on knowledge skills that would be aired over ETV during the ABE night classes. About 90% of our classes are held two nights a week and we would like to have the programs aired at that time. Then we could discuss the programs in class afterwards. The programs will be broadcast over the air and be designed as open ended programs. The people at home watching them will know that this subject is being discussed in class and hopefully it might stimulate them to attend classes. Examples of possible programs include a program on voting prior to elections, taxes, medical hygeine, nutrition, contracts, law as it applies to common things, insurance and adolescence.

If we can get this program set up we would like to hold an ABE teacher workshop prior to putting these programs on, both to get the teachers' advice and also for us to show them how we would like the program to work. In this respect, when we have our program in some kind of concrete format we would like to have a team from the University of Maryland come up and look at our program, evaluate it, and

then give a critique of it or an explanation of how it should work to our ABE teachers at the workshop.

(c) Pennsylvania -- Our State has tremendous potential and a tremendous number of production facilities. We have 14 state colleges who all possess studios of non-broadcast quality. Along with Pennsylvania State University, Temple, University of Pittsburgh, Indiana State University of Pennsylvania, we have eight ETV stations. In the near future 13 community colleges will have stations. There are approximately 15 commercial stations.

Following this Institute, we plan to meet with the State Director and the three state geographic advisors to discuss the following items:

(1) A survey to determine the capabilities of all potential stations (broadcast quality or not).

(2) To try to develop liaison between some of these stations.

(3) To develop avenues of cooperation with stations and with other community groups that already have connections with the stations.

In terms of programming, we hope to conduct an inservice program to acquaint instructors and teachers with the great potential of educational television. This program might be a three day workshop, possibly utilizing personnel from the University of Maryland and this Institute for ABE program directors and ETV personnel. One thing that we have to take into consideration for programming within the state is a tremendous cultural difference throughout the state. We have urban areas such as Philadelphia and Pittsburgh -- both are very different from each other. We also have large rural areas which have many differences among them.

(d) Kentucky -- First, I would like to suggest that we think regionally. When I heard talk of Indian reservations -- the Indian [illegible] in other states besides South Dakota -- I could see a programming emphasis on specific populations, rather than on a state basis. For instance, think outside of Pennsylvania and Kentucky because there are many similarities here and if we pool our resources we have a lot more money to spend and we can make a bigger impact. Our thrust for example, is not only in Kentucky, where I am based, but throughout the Appalachian Region. Maybe you who work in the Southwest with Spanish speaking populations should think outside of Texas, Arizona, etc.

When I get back to Kentucky I am going to distribute forty promotional kits to the State of Kentucky and another three hundred and some odd to the Appalachian Regions. Another thing that I propose to do, in cooperation with the coordinator of the Kentucky Educational Television Network, is to develop a proposal (possibly to the Corporation for Public Broadcasting) on one of the concepts that came up here in our group for the kind of incidental news program where knowledge about ABE would be imparted as part and parcel of the news program.

In connection with our cable televison we are preparing a proposal for a mobile television production unit to be funded by the Appalachian Regional Commission. Now this is another opportunity for everyone to handle regionally because there are certain organizations beyond ABE which fund ABE type programs. The Appalachian Regional Commission is interested because ABE will be one component of a larger program.

Another thing which is strictly ABE and also a use of television which maybe hasn't

been used quite yet, I think has some significance. I would like, in cooperation with the ETV network in our State University, to develop a monthly ABE feature. Sort of a one-minute or two-minute outline about ABE in the State of Kentucky which will be aimed at interplay on commercial news programs. It would just be a monthly or a bi-weekly feature story of interest to the general population and of help in promoting the program and in becoming familiar with ABE through a means by which people are now getting messages. This will enable us to use that means to our ends to help the ABE program.

GROUP IV: Indiana, Louisiana, Ohio and West Virginia

It was the concensus of Group IV that since ETV state wide networks are not available in our states that our efforts would be made in promoting ABE through commercial stations and those ETV stations that are available.

(1) In promotion we hope to develop thirty and sixty second spot announcements. We hope to use shared identification slides and films to make the public aware that adult education exists and is available. These will be geared to regional needs and use a variety of target audiences as criteria.

(2) We will investigate possibilities for each state to develop film on their respective ABE programs and these films will be used on public TV and for civic organizations.

(3) We plan to use jingles, films and slides on a regular basis on radio and TV commercials and ETV outlets. We used these jingles in some areas on radio but we haven't approached the television media at this point. We will try and do this when we get back.

(4) Use of Institute made tapes as a basis for state or regional two day workshops and using available Institute staff.

(5) Louisiana has definite plans at this time to conduct a two day workshop.

(6) Use of instructional TV and closed circuit installations in hospitals, factories and so forth to upgrade employees.

(7) Use ETV to provide facilities for developing video tape and airing

specific programs. These tapes can then be loaned to commercial stations to be shown on public service time. They can also be dubbed for further use on two inch or one inch tapes. Video tapes will be bicycled to strategic meeting places -- factories, hospitals, community and library facilities to be used with monitors.

GROUP V: Alabama and Florida

Task A -- Uses of ABE-TV

(1) Micro-Teaching
(2) Teacher Training (Pre-, In-) Service
(3) Adult Education Counselor In-Service Training
(4) Multi-Media Curricula Development
(5) Instructional Program Resource Units
(6) Informational Services
(7) Recruiting for ABE
(8) Public Relations
(9) Administration In-Service Training
(10) Community Relations
(11) Coordination of TV Services with existing or proposed grants

Tasks B & C

I. State Level

(1) State directors should convene meeting of all local ETV/ITV - cable directors with local ABE directors to coordinate development of state master plan for ABE-TV.

(2) State directors should allocate funds to support local and state workshops in ABE-TV.

(3) Long-range plans to be developed for ETV/ITV state network and coordination of efforts through a permanent committee.

(4) Committees should develop plans for promotional, recruiting and teacher-counselor training TV programs.

II. Local

(1) Local director should appoint committee to meet with local ITV/ETV staff personnel.

(2) States should be divided into regional sections to develop local plans for TV-ABE projects.

(3) Industry and commercial firms should be consulted for support for ABE-TV programs.

(4) Involve newly developed Cable TV in ABE-TV programs.

(5) Produce locally oriented multi-media ABE-TV programs for instructional use.

(6) Locally produced micro-teaching, preservice and in-service training programs, and counseling case - studies approach to ABE problems should be encouraged.

(7) Locally oriented instructional units for specific content areas should be encouraged.

(8) Locally produced promotional and recruiting programs should be accomplished.

(9) Local industry and other community services need to be involved in the ABE-TV projects for support.

(10) Florida will develop a promotional and recruiting film for TV distribution; several large counties already have such a film. A complete unit package on new administrator training in ABE will be produced by the state for distribution to all counties. A TV Institute will be held in Florida this spring to further develop coordinated efforts. The University of Maryland ABE facilities could be of great assistance in such an Institute.

(11) Alabama -- Since 95% of Alabamians have not obtained an 8th grade diploma, the State Department of Education and the ETV network will plan to design a TV series to assist these people.

The state department will disseminate publicity releases as well as public relations programs. Alabama will work cooperatively with Florida ABE and ETV personnel.

GROUP VI: Texas and Puerto Rico

(a) Texas --

(1) We envision using television to teach teachers how to teach English as a second language. This would not only benefit Texas but New Mexico, parts of Arizona, Florida, New York, the Southwest, California and Michigan -- wherever Spanish speaking people have settled. This would compliment the New Mexico series which you have heard about in which they teach English as a second language

on television. It is primarily to teach teachers the techniques of how to teach ESL using hand signals and so forth especially when a person can't communicte in Spanish but only in English.

(a) We would utilize open air broadcasting and we will put the PSA from the University of Maryland on the air. We use close circuit and cable television for teacher training, recruiting teachers and students, progress reports and public relations.

(b) We envision using radio for promotion and recruiting and we would like to develop a logo or trademark for statewide use on billboards, newspapers, education and business house publications, radio, and television that would be similar to the Appalachian PSA logo -- "Open the Door" -- something that would catch their attention. We would like to use church bulletins and pulpit announcements, billboards, bumper stickers, newspaper releases, door to door advertising or campaigns, and letters home to parents via students. We have already found through surveys that the most effective advertising and recruiting is done through letters home to parents from the school via the students printed in Spanish on the left-hand side of the page and in English on the right, through pulpit announcements, and through door to door campaigns. Strangely enough, radio, television and the newspapers don't work too well but we are going to spruce up that approach.

(c) We have a statewide need of qualified teachers of English as a second language. We have over two and one-half million functionally illiterate adults (less than a fifth grade reading level) in the state of Texas. One million of these we estimate need to improve their proficiency in English as the primary language to function as a member of present society. The reasons why this institution is unique is because it would be placed in San Antonio which is a population center for teachers of English as a second language, and a population center for speakers of the Spanish language. We would develop a greater amount of curriculum materials and have production expertise in San Antonio from commercial stations, and from an educational station which has four color facilities.

(d) In addition to this we envision using facilities of the Texas Educational Microwave Projects, a separate educational network that connects about three junior colleges and will eventually connect twenty-two junior colleges by microwave. We hope they will show these tapes for us.

(e) We are going to present our plans to our supervisors, with a focus how they relate to Texas' five year plan for adult basic education.

(f) We also envision the use of the EVR equipment as developed by CBS and filmloops and things like that.

(g) We will also involve our adult basic education people in an annual meeting of state directors in October in San Antonio and at that time we will present an overview of this plan. We hope to implement the plan, and hire a project staff and a project director who can work in San Antonio using the complete facilities of the Bar County Board of Education which has relations with model cities, the city council, and with thirteen school districts. We plan to use their facilities to produce a series of tapes to develop teacher training for teaching English as a second language.

(2) Now we have a dream, our friends in Puerto Rico and our friends in Texas would like to present a Texrico proposal. The goal of this project is to produce a series of TV programs as a joint effort of Puerto Rico and Texas designed to teach English as a second language to native Spanish speaking adults who are residents of the United States and the Island of Puerto Rico, which is part of the U. S.

Phase One would take one year, and would focus on content development. It would consist of a production seminar in San Juan, Puerto Rico, to bring together experts in the field of English as a second language and television experts from the commercial areas as well as instructional television so that we could exchange ideas and begin to formulate pilot programs to be produced and tested during the remainder of the year. The institute would have a double phased production objective:

(a) All of the core instructional materials presented in the TV series would be developed at this seminar.

(b) The supervision through secondary grants of the incorporation of the core material into the finished program for local use.

In Phase One the core material is to be developed and produced as a joint project by representatives from all the stations or institutions that will produce the segments. We hope we can involve commercial TV people in this phase.

Phase Two would take one year and would focus on production of the entire series: 78 programs consisting of 10 minutes of core material and 5 minutes of segments geared to local or regional needs. To be recorded on high band color quadraplex equipment.

Phase Three is airing and evaluation; we would hire outside consultants to make these evaluations.

Phase Four is storage, duplication and re-broadcasting of the series.

Note: It is important to understand that this project is based on this premise: the segments are produced by seminar output. The local segments which also are produced by seminars, vary only in format and have local or regional emphasis.

(b) Puerto Rico -- Nearly 12% of the Puerto Rican population is illiterate. Our major problems concerning this percentage are equipment, recruitment and retention of students, and lack of appropriate material for programmed instruction. Puerto Rico has a highly developed ITV system. Eighty percent of the schools are already equiped for television reception. With this facility in mind we are planning to broaden its usage with more ABE programs.

We would prepare other series profitting from the specific television techniques. Our Department of Education has a broadcasting system which is composed of WITR-AM-FM radio stations, WITR-TV, Channel 6 and WIPM-TV, Channel 3. This system is being used for the diffusion of programs intended for ABE learners. The use of more popular commercial radio and TV stations will be intensified.

With this situation in mind we have the following objectives:

(1) We are planning to meet with the directors of public agencies to request aid in solving problems such as the transportation of students in isolated areas and the promotion of the ABE-ITV programs.

(2) To organize a production program in which education, television and radio personnel will work as a team to produce promotional spots to recruit and retain ABE learners.

(3) To organize a series of workshops in which teachers, curriculum specialists, radio and TV personnel will create and evaluate the effectiveness of promotional spots, ABE-ITV materials, and new ABE-ITV materials for programs.

(4) To revise the ABE-ITV materials already in use in order to determine its effectiveness in fulfilling the needs of the target audience.

(5) To prepare a series of films on visual aids for training teachers in the use of the ABE-ITV programs.

We are profiting from this Institute because we have realized by means of this Institute how profitable it is for TV personnel and education personnel to meet together in order to plan something.

APPENDIX E

Institute Schedule

S[illegible]DULE 970 [illegible]ION[illegible]NSTI[illegible]2 ON[illegible] TRU[illegible]NAL [illegible]EVIS[illegible] AND [illegible]LT [illegible]C E[illegible]TION

WEEK I: J[illegible] 12-17, 1970

SUNDAY, J[illegible]Y 12: REGISTRATION: 6:00-7:00 p.m. FIRST SESSION: 7:15 p.m. Meet the Staff and Participants

MONDAY, July 13		TUESDAY, July 14		WEDNESDAY, July 15		THURSDAY, July 16		FRIDAY, July 17
8:45 a.m. Group Meeting CAE-B		Group Meeting - CAE-B		Group Meeting - CAE-B		Group Meeting - CAE-B		Group Meeting - CAE-B
9:00 a.m.		ABE	TV	ABE	TV	ABE	TV	
Orientation: Teams I, II, III CAE-B	Initial Production Experience: Teams IV, V, VI TV St.	Optics Lighting Scenery/ Sets	Coming to understand the under-educated.	Camera Control Script Preparation	Adult Teaching-Learning Processes	Production Integration Demonstration Preparation	Practicum in Curriculum Development	Preparation of Script "A" By Each Team A: Promotion/PR Script
Initial Production Experience: Teams I, II, III TV St.	Orientation: Teams IV, V, VI CAE-B	TV St.	Intro. to Field Trip CAE-B	TV St.	CAE-B	TV St.	CAE-B	CAE
LUNCH 12:00 - 1:30 p.m.								Payday (12:00-1:30 p.m.) CAE Lobby
ABE*	TV**	ABE	TV 1:00 p.m.	ABE	TV	ABE	TV	
Production Overview CETO Film Cameras TV St.	What is ABE? How ABE came about. CAE-B	Audio Graphics CETO Film TV St.	Field-Trip to District of Columbia ABE Classes	Film in TV Video Recording TV St.	Curriculum Development CAE-B	Production and Playback TV St.	Practicum in Curriculum Development CAE-B	Script Preparation Continues CAE
		6:30 p.m.: DINNER		DINNER 5:30 - 7:00 p.m.				
FREE EVENING		7:30 p.m. Film Showing (CAE-B) Glass Why Man Creates Very Nice, Very Nice I Couldn't Sign My Name		FREE EVENING		7:15 p.m. Film Showing (TV St.) Mr. Rogers Sesame Street		FREE EVENING

*Experiences for adult basic education participants.

** Experiences for television participants.

SCHEDULE: 1970 NATIONAL INSTITUTE INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION
WEEK II: July 20-24, 1970

MONDAY, July 20	TUESDAY, July 21	WEDNESDAY, July 22	THURSDAY, July 23	FRIDAY, July 24
8:45 a.m. Group Meeting CAE-B	Group Meeting CAE-B	Group Meeting CAE-B	Group Meeting CAE-B	Group Meeting CAE-B
9:00 a.m. Production A TV St.	Playback of Production A TV St.	Preparation of Script for Productions B/C B: Teacher Training Script C: Content Script CAE/TV St.	Pre-Production Conferences TV St.	"Go-Get-It-Day"
LUNCH 12:00-1:30 P.M.				Pay-Day (12:00-1:30 p.m.) CAE Lobby
Production A TV St.	To be Announced.	Preparation of Script for Productions B/C CAE/TV St.	Pre-Production Conferences TV St.	"Go-Get-It-Day"
DINNER 5:30-7:00 p.m.				

Evenings scheduled as needed.

SCHEDULE: 1970 NATIONAL INSTITUTE ON INSTRUCTIONAL TELEVISION AND ADULT BASIC EDUCATION
WEEK III: July 27-31, 1970

MONDAY, July 27	TUESDAY, July 28	WEDNESDAY, July 29	THURSDAY, July 30	FRIDAY, July 31
8:45 a.m. Group Meeting CAE-B	Group Meeting CAE-B	Group Meeting CAE-B	Group Meeting CAE-B	
9:00 a.m. Production B or C TV St.	Production B or C TV St.	Playback of Productions B and C TV St.	Teams Develop Plans for Application of Institute CAE	9:00 a.m.: CAE-B Presentation of Application Plans by Teams Evaluation of Institute
LUNCH 12:00-1:30 p.m.				Luncheon 11:30 Presentation of Certificates Pay Day: 12:45 p.m. Adjourn: 1:15 p.m.
Production B or C TV St.	Production B or C TV St.	Follow-Up on Production Experience	Teams Develop Plans for Application of Institute CAE	
DINNER 5:30-7:00 p.m.				

Evenings scheduled as needed.

APPENDIX F

Library Materials

ABE-TV INSTITUTE LIBRARY BOOKS

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Costello, Lawrence F. & Gordon, George N. Teach with Television: A Guide to Instructional TV. 2nd ed. New York: Hastings House Publishers, 1965, pp. 177-80.

Diamond, Robert M. (ed.) A Guide to Instructional Television. (LB 1044.7.D48.)

Dimitroff, Lillian. "An Annotated Bibliography of Audiovisual Materials Related to Understanding and Teaching the Culturally Disadvantaged." National Education Association of the United States, 1969.

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Maryland Center for Public Broadcasting. Basic Planning for Television Distribution Systems - A Guide for Administrators. Maryland Educational Cultural Broadcasting System, 1969.

Maryland Center for Public Broadcasting. Television Receivers for The Classroom.- A Guide for Administrators. Maryland Educational Cultural Broadcasting System, 1969.

Meaney, John W. Televised College Courses. (LB 1044.7.M4.)

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Purdue University. Report of the International Seminar on Instructional Television. (LB 1044.7.I53 1961 folio)

Schramm, Wilbur and others The People Look at Educational Television. (LB 1044.7.S28)

Siegel, Laurence and Lila C. Siegel The Instructional Gestalt in Televised University Courses. (LB 1044.7.S6 folio)

Smith, Harold T. Education and Training for the World of Work (LC 1046.M5S57 folio)

Smith, R. B. An Annotated Bibliography on the Design of Instructional Systems, Human Resources Research Office, George Washington University.

Smith, R. G. The Design of Instructional Systems, Human Resources Research Office, George Washington University, Technical Report 66-18, Nov. 1966.

Strategies for Adult Basic Education. International Reading Association. Newark Delaware 19711.

"Toward a Significant Difference". National Project for the Improvement of Televised Instruction. NAEB

Ulmer, Curtis. Teaching the Disadvantaged Adult. National Association for Public School Adult Education, 1969.

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Willis, Edgar E. Writing for Television and Radio Programs. New York: Holt, Rinehart, and Winston, 1967.

Zettl, Herbert. Television Production Handbook. 2nd edition. California: Wadsworth Publishing Co., Inc. 1968.

APPENDIX G

Follow-up Memorandum

THE UNIVERSITY OF MARYLAND
UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

November 23, 1970

MEMORANDUM

TO: (1) Participants in the 1970 National Institute on Instructional Television and Adult Basic Education

(2) State Directors of Adult Basic Education

FROM: John H. Buskey, Project Director, and Director of Conferences and Institutes Division

RE: Videotapes of TV Programs Produced During The Institute

After several non-productive inquiries to various firms regarding the transfer to 16mm film of the videotape programs you did this summer, Tom Aylward and I feel we can wait no longer and should offer you the following options so you can have the TV programs in some format. At this time we can supply to each participating state one (1) copy of all 18 programs produced this past summer on either 2" quadruplex videotape or 1" helical scan (ampex standards) videotape. If you have local facilities for transfer to film, you probably can have films made from the videotape.

Would you please confer with the other members of your State team, and with your State Director of Adult Basic Education, and let me know as soon as possible which of these two options you prefer. Attached is an order form which I would like to have returned by December 15 so we can proceed with duplication of the tapes. I would anticipate that the tapes could be forwarded to you by February 1, 1971.

Once we have completed the tapes and determined the cost, we will be able to inform you of the amount of funds we will have for other follow-up activities.

I am sorry for the delay in getting tapes to you, but with no reasonable response from film firms, and an unusually busy autumn on the campus due to a university wide reorganization, things have been hectic!

JHB/cc

Enclosure

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

THE UNIVERSITY OF MARYLAND
University College
Conferences and Institutes Division
College Park, Maryland 20742

ORDER FORM: For Television Programs Produced by State Teams during the 1970 National Institute on Instructional Television and Adult Basic Education, July 12-31, 1970.

PLEASE SEND One (1) Copy of all Programs as follows:

☐ 2" Quadruplex videotape

OR ☐ 1" Helical Scan videotape (Ampex standards)

OR ☐ We do not wish to have copies of the programs

PLEASE SEND VIDEOTAPES TO:

Name:_____

Title and Organization_____

Mailing Address_____

_____

City_____ State _____ Zip_____

Telephone No. ( )_____

Name of person completing this form:_____

RETURN THIS ORDER FORM BY DECEMBER 15 TO:

John H. Buskey, Director
Conferences and Institutes Division
University College Center of Adult Education
University of Maryland
College Park, Maryland 20742
Telephone (301) 454-2322

THE UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE
CONFERENCES AND INSTITUTES DIVISION

May 11, 1971

MEMORANDUM

TO: (1) Participants in University of Maryland 1970 National Institute on Instructional Television and Adult Basic Education, July 12-31, 1970

(2) State Directors of Adult Basic Education

FROM: John H. Buskey, Project Director: Director, Conferences & Institutes Division

SUBJECT: Follow-up Activities

I would like to take this opportunity to report on activities since the Summer Institute and to raise some questions with you about further possible activities.

1. Due to some production difficulties we have been delayed in producing video-tape copies of the 96 minutes of television programs produced this summer. The video-tapes are nearing completion and will be distributed about May 19.

2. We are in the process of putting together a pamphlet composed of still photos taken during the Institute. Several copies of the pamphlet will be forwarded to you when ready.

3. My major reason for writing to you now is to find out how, if at all, the project can be helpful to you between now and June 30, 1971 in implementing your state or regional plans for using television in your ABE programs. At the Institute the various teams suggested a large number of follow-up activities, some involving consultation from members of the Institute Staff. A summary of the activities was mailed to each participant in August 1970.

We have approximately $11,000.00 left in the project to be used for follow-up activities. This money must be committed by June 30, 1971 or be returned to the U.S.O.E. We would like to use these funds to carry forward individual- or multi-State plans for the use of television in ABE programs. Thus the purpose of this communication is to find out if you can use financial assistance in carrying out your plans.

There is little guidance I can provide to you in setting limits on how the funds can be used, but I would suggest that the project could cover the following kinds of costs:

CENTER OF ADULT EDUCATION, COLLEGE PARK, MARYLAND 20742
TELEPHONE: (AREA CODE 301) 454-2322

(a) consultation by Institute Staff members either in College Park or in your state. This aspect will have to be limited because of restrictions on the Staff's time in carrying out their current functions at the University. Other consultants may also be used. Travel costs and honoraria of consultants can be paid by the Project. I believe your travel costs to College Park for consultation with us could also be paid by the Project (no honoraria or stipends, though).

(b) direct costs involved in conducting mini-Institutes in States or jointly between States.

(c) meetings to plan for the development of State or Regional plans for using TV in ABE programs, or meetings to develop scripts for TV program series.

The uncommitted funds from the 1970 Institute could pay for consultant's expenses and honoraria, direct costs of holding meetings, and costs of materials, but individual states should probably bear the cost of travel for individuals to attend State or Regional meetings.

I would like to receive your responses to the enclosed Questionnaire regarding follow-up activities as soon as possible, but no later than June 11, 1971 so we may determine how to allocate funds. It is quite likely that it will not be possible to support all activities, but we would like to support as many as possible, especially those that involve inter-State cooperative efforts. In order to commit funds, we will expect to issue purchase orders for individual projects, with the provision that each project be completed on or before July 31, 1971.

I realize that the above decisions must ultimately rest with the State Directors of Adult Basic Education, and therefore I have included them in the distribution of this memo. May I suggest that those who participated in the Institute get together with their State Director to decide what should be your State's response.

We will look forward to hearing from you by June 11. By the way, do not hesitate to call me for clarification of any points.

cc: Institute Staff

University of Maryland
University College
Conferences and Institutes Division

QUESTIONNAIRE
on
Follow-up Activities Relating To
1970 National Institute on Instructional Television
and Adult Basic Education

RETURN TO: Dr. John H. Buskey, Director, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742

FROM: _____ State Director of Adult Basic Education
(your name and address)

_____

_____

_____

1. We propose these kinds of Follow-up activities (if none, please indicate):

2. The estimated expenses for those activities are as follows (please itemize):

3. Please direct communications regarding the Follow-up activities to (please designate one individual):

4. Agency (and individual) which would receive and administer Purchase Order:

Thanks so much for your cooperation. Please return this form by June 11, 1971.

APPENDIX H

Follow-up: TEXAS

University of Maryland
University College
Conferences and Institutes Division

QUESTIONNAIRE
on
Follow-up Activities Relating To
1970 National Institute on Instructional Television
and Adult Basic Education

RETURN TO: Dr. John H. Buskey, Director, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742

FROM: Ralph Mock, Program Director — State Director of Adult Basic Education
(your name and address)

Division of Adult and Continuing Education
Texas Education Agency
201 E. 11th Street

Austin, Texas 78701

1. We propose these kinds of Follow-up activities (if none, please indicate):

Request funds for special consultant to assist two Adult Basic Education programs in planning a comprehensive television program over television. The result will be a document which sets forth a plan.

2. The estimated expenses for those activities are as follows (please itemize):

- Special consultant, 5 days at $100.00 per day = $500.00.
- 1 round-trip air fare to Washington D.C. from Austin, Texas for Elwyn C. Williams, Consultant, Adult and Continuing Education, Texas Education Agency, to develop scripts for television series with Staff, Conferences and Institutes Division, University of Maryland = $190.00 plus limosine and taxi cabs, $10.00 = $200.00, plus $25.00 per day per diem (food and lodging) for 3 days = $75.00. Grand total $275.00.

3. Please direct communications regarding the Follow-up activities to (please designate one individual):

Elwyn C. Williams, Consultant, Program Planning and Approval,
Division of Adult and Continuing Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

4. Agency (and individual) which would receive and administer Purchase Order:

- C. Robert Wood (special consultant) SS#372-42-3857
  2608 Sherwood Lane
  Austin, Texas 78704

- Elwyn C. Williams, Consultant SS#315-30-8638
  7200 South Congress Avenue
  Austin, Texas 78745

Thanks so much for your cooperation. Please return this form by June 11, 1971.

Mr. Buskey,

Mr. Wood is sending you his biography, W-4 form, and photostatic copy of Social Security card.

I am sending mine under separate cover May 24, 1971.

Sincerely,

Elwyn C. Williams

Elwyn C. Williams

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

June 7, 1971

Dr. John H. Buskey, Director
Conferences & Institutes Division
Center of Adult Education
College Park, Maryland 20742

Dear John:

I am enclosing the VITA, xerox copy of Social Security card, and W-4 form for Dr. Maurice G. Dutton, co-owner of ARBEC, Inc., a research firm based in Austin, Texas. In addition to publications and professional experience listed on his VITA, Maurice has been involved in developing a three phase proposal to the Houston, Texas School system, entitled the "Houston Automated Redistricting Program," October 1970, and a "Proposal for Outside Education Evaluation of the Emergency School Assistance Program," November 1970, to USOE from ARBEC, and a proposal for "Third Party Evaluation for Demonstration Centers for Language Handicapped Children," by the Texas Education Agency, April 1971. Not only is Maurice well-versed in proposal writing, but he is an excellent evaluator for projects, and we are asking him to design the evaluation instrument for the G.E.D.-T.V. proposal. The University of Texas Division of Extension is also involved in the T.V. proposal and was assigned the evaluation portion, but recommended Maurice for it. He has done a great number of project evaluations for them and Dean William E. Barron of the Division of Extension likes his work.

Maurice comes with the further recommendation of Bob Wood, whom he replaces. Bob says in many ways Maurice is a better plan developer that he is, and Bob is outstanding. For example, Bob wrote the proposal for the development of the Adult Performance Level for Adult Basic Education for which our office just received the grant.

After meeting with Maurice two times and noting the skill with which he plied his questions about the T.V. proposal and how the project would be designed, and receiving some excellent suggestions which enhance the project, and thus the proposal, I feel Maurice will produce an outstanding plan for us to review.

drive friendly

I am looking forward to seeing you again on June 22 at 8:00 a.m. in your office. My director, Ralph Mock, is very grateful to you, as am I, for providing the opportunity for us to obtain Maurice's services. I thank you for giving your time and talents to the project to review the proposal and arranging for others after we get it developed. I don't think we could come up with a high quality proposal that would be funded without your expertise and input.

Sincerely,

Elwyn C. Williams

Elwyn C. Williams, Consultant
Program Planning
Division of Adult and Continuing Education

ECW:dm

Enclosures

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

August 13, 1971

Dr. John H. Buskey, Project Director
Center of Adult Education
University of Maryland
Conferences and Institutes Division
College Park, Maryland 20742

Dear John:

I am very sorry to cause you inconvenience over the enclosed expense statement. End of fiscal year reports, a week at the University of New Mexico Adult Basic Education workshop, a week at a civil defense-red cross workshop, my wife's slipped disc incapacitating her and causing me to work like the devil when I'm home, etc., have caused me to be negligent. I appreciated your letters and phone call reminding me to get this to you, however.

Our consortium is meeting Wednesday, August 18 to construct a time-activity chart, re-vamp the budget and provide justifications, re-do the narrative in line with your suggestions, and those received in consultation with Dr. Tom Aylward (I got to seem him for a nice, lengthy discussion) and Mike DuMonceau. We are incorporating everything and every idea you provided. Maurice Dutton has agreed to spend the full day on August 18 without further pay mainly to develop the time-activity chart and, furthermore, to re-write the narrative, and budget. We couldn't meet earlier since Maurice had the job of developing a new proposal design for our Adult Performance Level contract; then left for Kansas.

We will probably have the TV proposal ready to send August 30, but are in no hurry since we are experiencing lengthy and complicated negotiations on the Adult Performance Level contract, and I feel these negotiations should be concluded first.

Thank you for your time and assistance. Without your help I know the proposal would never have been written, nor would the consortium have come together another time, but copies of the proposal mailed to them convinced them they should invest their time and money once again.

drive friendly

Again, thank you for the accomodations and meals while I was there and for arranging for such an intensive going-over of the proposal by you and the others.

Sincerely,

Chip

Elwyn C. Williams, Consultant
Program Planning
Division of Adult and Continuing Education

ECW:dm

Enclosure

Texas Education Agency

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

SEP 15 1971

September 14, 1971

Dr. John Buskey, Director
Conferences and Institutes Division
Center of Adult Education
University of Maryland
College Park, Maryland 20742

Dear John:

I hope you got my letter and expense statement, mailed to you in August. If by some chance it got lost in the mail, I'm enclosing a xerox copy. If this isn't sufficient, please send a blank form and I'll do an original.

The GED-TV project continues to be developed and is expanding as we were joined by an interested commercial station in San Antonio as an adviser, without compensation. The three ETV stations are reworking their budgets, deadline September 15, based on half the number of programs originally projected. A time related activity chart (similar to a PERT chart) has been developed in an all day meeting of the consortium recently and we all agreed to "go for broke" in spite of the news that PBS received an oral commitment from HEW to develop a "Sesame Street" type program to present the GED for adults.

As a result of our meetings on the GED programs, two other series for adults have developed as "spin-off" and are tentatively scheduled for development as projects in one year. Lots of good has come from this.

I'll keep you informed on progress or set-backs. Thanks again for your assistance.

Sincerely,

Chip

Elwyn C. Williams, Consultant
Program Planning
Division of Adult and Continuing Education

ECW:dm

Enclosure

drive friendly

APPENDIX I

Follow-up: INDIANA

University of Maryland
University College
Conferences and Institutes Division

QUESTIONNAIRE
on
Follow-up Activities Relating To
1970 National Institute on Instructional Television
and Adult Basic Education

RETURN TO: Dr. John H. Buskey, Director, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742

FROM: Carla Anderson — State Director of Adult Basic Education
(your name and address) Superintendent of ABE Dept. of Public Instruction

700 High School Road

Indianaplois, Indiana 46204

1. We propose these kinds of Follow-up activities (if none, please indicate):

The development and state wide implementation of an Adult Basic Education recruitment package designed for mass media utilization. In addition to the radio and television spot announcements each State regional director will receive pertinent instructions on whom to see and how to approach his local media station in regard to local implementation of this package. A follow up evaluation will take place.

2. The estimated expenses for those activities are as follows (please itemize):

a Telephone:	$ 60.00
b Travel:	50.00
c Planning & Development:	100.00
d *Production of materials:	550.00
Duplication of written materials:	30.00
~~Distribution of materials:~~	~~50.00~~
Follow up Evaluation:	35.00
~~Misc.~~	~~10.00~~
TOTAL:	$825.00

* Materials will include:
:30 TV spot - film/video tape shared
Identification slides
(3) radio spot announcements

3. Please direct communications regarding the Follow-up activities to (please designate one individual):

Carla Anderson
State Supervisor of ABE
Department of Public Instruction
700 High School Road
Indianaplois, Indiana

4. Agency (and individual) which would receive and administer Purchase Order:

State Department of Public Instruction
Adult Basic Education Division

Carla Anderson
State Supervisor of ABE

Thanks so much for your cooperation. Please return this form by June 11, 1971.

JUN 11 1971

Vincennes University

JUNIOR COLLEGE

VINCENNES, INDIANA 47591

June 9, 1971

Dr. John H. Buskey, Director
Conferences and Institutes Division
University College
University of Maryland
College Park, Maryland

Dear John,

Perhaps an expository note about the proposal would be helpful. The new State Director of Adult Basic Education, Carla Anderson, and I met to discuss the possibilities open to us. A workshop on recruitment seems to be needed. However, in view of the time problem, it was felt that any such workshop would have been, by necessity, hastily organized, and, therefore, detrimental to the cause. The workshop is still in the plans for some time late in the Fall.

With the time factor in perspective and the fact that the State of Indiana has no sanctioned recruitment materials, we inevitably concluded that a recruitment package centering around television with subordinate spots in radio would be very helpful in Indiana. Also, the planned workshop in recruitment would, perhaps, be more meaningful since every participant will have had a chance to form an opinion on the proposed recruitment package.

Sincerely,

VINCENNES UNIVERSITY

Tony Zeiss

Tony Zeiss

TZ/ch

STATE OF INDIANA

INDIANAPOLIS 46204

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
John J. Loughlin, Superintendent
ROOM 229 - STATE HOUSE
AREA CODE 317 - 633-6610

July 28, 1971

Dr. John H. Buskey, Director
Rm. 113, Center of Adult Education
Conferences and Institutes Division
University of Maryland
College Park, Maryland 20742

Dear Dr. Buskey:

Enclosed is a copy of the summary of the activities surrounding the development of the Recruitment Kit for Adult Basic Education. This report was prepared by Tony Zeiss. A sample copy of the entire kit is also enclosed. The follow up activities for this project will be handled largely by this office and I will prepare a report on the results early in November. Though November is late, I assume this information will be of value to you.

I would like to add at this time a word of appreciation for the time and effort contributed to this project by Tony Zeiss. He has developed this kit at a very low cost. The cost was kept low because of the amount of time he donated. I was very impressed, not only with Tony's ability to develop and complete this excellent kit in such a short period of time, but with his committment to the concept of Adult Basic Education. Only a person of his ability and committment would have produced the enclosed material with so little in the way of financial remuneration.

I hope our final reports, both the financial one and the project report are satisfactory. If there are any problems please feel free to contact me.

Sincerely,

Carlotta Anderson

Carlotta Anderson, Supervisor
Adult Basic Education

CA:bb

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[illegible] Adult Basic Education

PROJECT FINAL REPORT

As a result of participation in the 1971 Institute on Adult Basic Education-Mid-Television it became clear that the State of Indiana had a definite need for the use of the mass media in the area of recruitment. The State of Indiana at this time had a strong and functioning program in Adult Basic Education, but the adults enrolled were mostly at the upper levels of A. B. E. Although Indiana programs had a respectable number of students enrolled, they were falling far short in reaching the functional illiterate in the State. Those most in need of the program, it appeared were the hardest to reach. For this reason it was felt by myself and other participants of the Institute that the State of Indiana should concentrate on the area of recruitment; specifically toward helping those Indiana adults with less than an eighth grade education. A resume of intentions to this end was drawn up by me and presented to the director of the 1970 A.B.E.-TV Institute at the Institute's termination.

In May of 1971 I received a notice of funds available for each state which participated in the Institute. These funds were made available through the same federal grand which provided the Institute of 1970. Naturally, I presented this information to the State Supervisor of Adult Basic Education, Mrs Charlotte Anderson. We met in Indianapolis to discuss the uses of such a grant. We considered holding a State-Wide workshop with all A. B. E. area directors on recruitment but quickly abandoned that idea because of the limited amount of time. The funds had to be disbursed by July 31 of 1971. We then decided that a mass media approach to recruitment would be most feasible and it could also act as an

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educational devise for Indiana A. B. E. area directors.

Mrs. Anderson and Mr. Warren Waymire, State Director of Adult Education, requested my services as development coordinator of the project since I had attended the Institute from which the money was coming and also because I was most familiar with the workings of the mass media. I accepted gratuitously.

From the onset it was decided to use the thrust of television as our main tool for recruitment, since it would reach the largest number of people. Plans for a television campaign with the supplemental enlistment of radio stations and newspapers were developed. These plans were submitted to Dr. John Buskey of the University of Maryland, director of the 1970 A. B. E.-TV Institute. We were funded to the amount of $325.00 and began development of a State-wide Adult Basic Education recruitment kit immediately.

The primary objective of the recruitment kit was to make the Adult Basic Education program known to the public and specifically, to reach and enroll those Indiana adults with less than an eighth grade education. A secondary objective was to help the local area director become more associated and familiar with the methods of A. B. E. recruitment and to acquaint them with the available mass media in their locales. These kits were mailed to the directors in mid July. Therefore the real thrust of the recruitment kits will not be evident until August of this year. Even then, the degree of success can not be measured until after the student effectiveness and usage questionnaires are returned. They are expected to be returned and interpreted by the end of November 1971. A report from Mrs. Anderson to Dr. Buskey will follow at that time.

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The recruitment kit was developed to provide the thirty five potential Indiana area directors of A. B. E. with a television Public Service Announcement, television shared identification slides, a cable television advertising display card, four thirty second radio Public Service announcements of different types of appeal,a general generic newspaper release, several examples of newspaper ads, a sample promotional letter intended for industries in the community, and a listing of all the television stations in the state. These were prepared by in conjunction with the State Supervisor of A. B. E and one local director, Ted Lane of Vincennes.

As a built-in evaluative device we included a student questionnaire for new Fall students to determine the effectiveness of the kit. The usage questionnaire also included will help us determine the extent to which the kit components were used by each area director.

[illegible] the recruitment kit components we included instructions. They were designed to explain the use of the kit components and how to approch the media concerning their implementation. In addition to the instructions an explanation of the kit's components was also included. Prior to sending the kits, Mrs. Anderson sent a letter to all the directors informing them of the forthcoming recruitment material and encouraging its use.

The actual recruitment kit was sent by mail to the local area directors in a titled folder. Each director is incharge of implementing a recruitment campaign best suited to his own community. In this way it was felt that the local area director would becom more personally associated not only with the methods of recruitment but with the personnal of the local newspapers, radio stations & T.V. stations. Hopefully

FILMED FROM BEST AVAILABLE COPY

the directors will approach these same individuals on numerous occasions in the future.

The radio public service announcements were included in the recruitment kit folder in the form of a three inch reel-to-reel audio tape. The kit materials suggested that the area director ask his local stations to "dub" the spots so he could retain the spots for later use. Because of the finances we could not send films and therefore we chose to send video tapes. They were mailed separately. There was one video taped public service announcement produced for each of the eighteen television stations in Indiana. A closing "tag" with the name, phone, and address of the area director concerned was on each spot.

All planning and development activities for the Indiana Adult Basic Education Recruitment Project are terminated. Naturally, the implementation of the kit's components and evaluation of its effectiveness are impossible to report at this time. We, the project developers are grateful to Dr. John Buskey and his staff for making this opportunity available to the State of Indiana and its Adult Basic Education Program.

Listing of project developers:

Development: Mr. P. Anthony Zeiss

Director, Broadcast Production Tech.
Vincennes University
Vincinnes, Indiana 47591

Director: Mrs. Carlotta Anderson

Supervisor, Adult Basic Education
Indiana Dept. of Public Instruction
700 North High School Road
Indianapolis, Indiana 462204

STATE OF INDIANA

INDIANAPOLIS 46204

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
John J. Loughlin, Superintendent
ROOM 229 - STATE HOUSE
AREA CODE 317 - 633-6610

To: ABE Directors
From: Carlotta Anderson Supervisor, A.B.E.

Within the next month you will be receiving an Adult Basic Education Recruitment Kit. This kit has been prepared by Tony Zeiss of Vincennces University in conjunction with this department. The funds came from the Institute on Instructional Television and Adult Basic Education, U.S.O.E.

The kit is a professionally designed and packaged multi-media recruitment campaign designed specifically to help you in the area of recruitment. The kit will contain television and radio spot announcements, newspaper advertisements, television slides and various other recruitment campaign items. Tips on how to use this material will also be included.

The key to this project's success is, however, you. The work of contacting the various media and getting these materials disseminated will be yours. It is also you who will see the results. However, do not hesitate to contact Tony Zeiss at Vincennes or myself, if you want some assistance in planning your campaign or if you should encounter some obstacles.

The kit is scheduled to be distributed in your area in the latter part of July in time to meet fall recruitment.

We hope that you are as excited about receiving and using one of these kits as we are in sending it to you. As of this date, we plan to wrap-up this project with a workshop on recruitment in the late fall. At that time we can evaluate the recruitment package jointly and discuss the problems you discovered in using it.

I want, at this time, to thank Tony Zeiss on behalf of the Department of Public Instruction for his efforts in our behalf. He initiated the project and carried it through - most of his time he contributed with little financial remuneration. Thank you Tony.

APPENDIX J

Follow-up: IDAHO

University of Maryland
University College
Conferences and Institutes Division

QUESTIONNAIRE
on
Follow-up Activities Relating To
1970 National Institute on Instructional Television
and Adult Basic Education

RETURN TO: Dr. John H. Buskey, Director, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742

FROM: Mr. Marvin Rose, State Director of Adult Basic Education
(your name and address)

Department of Education

State Office Building

Boise, Idaho 83707

1. We propose these kinds of Follow-up activities (if none, please indicate):
   1. Consultation with ABE specialists and TV specialists on the College Park Campus June 29, 30, July 1 covering a review of the Idaho situation; the development of guidelines for the next 12 months in Idaho regarding use of TV in support of ABE within the State of Idaho; and begin implementation of these guidelines using equipment and minimal support of the University of Maryland TV facilities and equipment and consultants' expertise.
   2. A State-wide meeting in Boise, July 20, 21, 22 to initiate above mentioned plan in support of all ABE programs in Idaho with opportunity of feedback and further implementation of TV support for current ABE programs.

2. The estimated expenses for those activities are as follows (please itemize):
   1. College Park Campus - Consultation
      4 previous participants rd. trip travel & actual costs of room & meals:
      Air travel-4 @ $300 $1200
      Limo costs
      Food, lodging 4 @ $16/day - 5 days 320
      $1520
   2. Boise Conference - Planning
      4 College Park Participants
      3 days @ $16/day $192.00
      Administrative costs 100.00
      $292.00 ✓
   3. 2 half-hour video tapes @ $150 each; for use in developing program tapes. $300.00 ✓

   ~~$1520.00~~

   TOTAL ~~$2112.00~~ $592.00

Changes discussed on telephone 2/11/71 Jeff Buskey

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3. Please direct communications regarding the Follow-up activities to (please designate one individual):

Mr. Marvin Rose, Consultant
State of Idaho, Department of Education
Adult Basic Education
State Office Building
Boise, Idaho 83707

4. Agency (and individual) which would receive and administer Purchase Order:

State of Idaho, Department of Adult Education, Adult Basic Education
Mr. Marvin Rose, Consultant

Thanks so much for your cooperation. Please return this form by June 11, 1971.

STATE OF IDAHO

DEPARTMENT OF EDUCATION

IDAHO STATE OFFICE BUILDING
BOISE, IDAHO 83707

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

November 10, 1971

Mr. James P. Baker
Conference Coordinator
Center of Adult Education
Conferences and Institutes Division
University of Maryland
College Park, Maryland 20742

Dear Mr. Baker:

Please find enclosed a report on the Educational Television Conference held in Boise on June 24, 1971. The report includes the meeting agenda, participants and their addresses.

We are also enclosing one script which has arrived in this office. We will send the remainder immediately upon receipt.

Sincerely,

Marvin E. Rose

MARVIN E. ROSE
Consultant
Adult Education

MER:am
Enc:

STATE OF IDAHO

DEPARTMENT OF EDUCATION

IDAHO STATE OFFICE BUILDING
BOISE, IDAHO 83707

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLI INSTRUCTION

EDUCATIONAL TELEVISION CONFERENCE

State Department of Education
State Office Building Conference Room
June 24, 1971

Sponsor: University of Maryland
Center of Adult Education
College Park, Maryland 20742

Participants

Mr. David Hansen, Coordinator
Civil Defense Adult Education
Department of Continuing Education
University of Idaho
Moscow, Idaho 83843

Mr. William Byrd
Educational Television Center
University of Idaho
Moscow, Idaho 83843

Mr. Gordon Jones, Coordinator
Adult Education
Vocational-Technical Education
Idaho State University
Pocatello, Idaho 83201

Mr. Don Rogers
Educational Television Center
Idaho State University
Pocatello, Idaho 83201

Mr. Elmer Hunt, Coordinator
Educational Television
Idaho Department of Education
State Office Building
Boise, Idaho 83707

Mr. Marvin E. Rose, Consultant
Adult Education
Idaho Department of Education
State Office Building
Boise, Idaho 83707

Purpose

The Adult Education Section of the Idaho Department of Education was alerted of the availability of funds for the development of television material for use with the Adult Basic Education program within the state. The funding source was the University of Maryland.

An Educational Television Conference was scheduled for June 24, 1971 for the purpose of determining needs of the Adult Education program in Idaho which might be met by utilizing the meduim of television. Participants invited to the Conference included the State Director of Adult Education, four participants in the University of Maryland ETV Institute, ETV Coordinator for the Department of Education, Director of Boise State College ETV and Director of Television Programming KTVB, Boise.

Conference

The needs of Adult Education in Idaho, as identified by local programs, are:

1. participant recruitment
2. teacher training.

The Conference addressed itself to these identified needs and the ways which television production could meet them. The video tapes developed in the Maryland project were reviewed. Production capabilities of the University of Idaho and Idaho State University ETV facilities were identified.

Conclusions

The University of Idaho production equipment is extensive enough to produce color film while Idaho State University equipment lends itself more to black and white. It was the consensus of the group that the University of Idaho produce a recruitment, informational color film which could be utilized by educational television and commercial stations and the Idaho State University develop teacher training films in black and white to be utilized by local programs for in-service or pre-service training programs.

Agreement was made that all costs of the Conference, with the exception of travel expenses of Mr. Byrd, would be charged to other sources so that more funds would be available for the project.

APPENDIX K

Follow-up: UTAH

University of Maryland
University College
Conferences and Institutes Division

QUESTIONNAIRE
on
Follow-up Activities Relating To
1970 National Institute on Instructional Television
and Adult Basic Education

RETURN TO: Dr. John H. Buskey, Director, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742

FROM: Brent H. Gubler, State Director of Adult Basic Education
(your name and address)

Coordinator, General Adult Education
~~Utah State Board of Education~~
136 East South Temple Street
Salt Lake City, Utah 84111

1. We propose these kinds of Follow-up activities (if none, please indicate): We are proposing to conduct a mini-workshop for the State of Utah involving approximately 24 individuals. These individuals will represent instructional media and ABE program personnel. The primary objective will be for each group of two (ABE and Instructional Media) to produce a public relations-educational package for use at the state and/or local level.

   In addition to the 24 selected participants, an invitation to attend will be tendered to other audio-visual and program personnel from the various school districts and universities within our state. These individuals and/or their agencies (institutions) will be requested to fund their participation. It is proposed that the workshop be conducted at or near the State Administrators Conference during the second week of August,

2. The estimated expenses for those activities are as follows (please itemize):

Production facilities and equipment use	$ ~~150~~ 350.00
Film, materials and art work	550.00
Consultant (Boris Frank from RFD Wisconsin)	300.00 plus

Note: Because of Utah's intense interest in education via television extension, we would hope that Boris Frank would present Wisconsin"s RFD program samples.

~~Miscellaneous~~ [redacted]

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Total ..... ~~$1,100.00~~ 1200.00

State funds will be used to fund the travel and per diem of the participants workshop.

3. Please direct communications regarding the Follow-up activities to (please designate one individual):

Dr. Brent H. Gubler, Coordinator
General Adult Education
Utah State Board of Education
136 East South Temple Street
Salt Lake City, Utah 84111

4. Agency (and individual) which would receive and administer Purchase Order:

Dr. Walter D. Talbot, State Superintendent of Public Instruction
Utah State Board of Education
136 East South Temple Street
Salt Lake City, Utah 84111 B.G.

Thanks so much for your cooperation. Please return this form by June 11, 1971.

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

JUN 1

May 25, 1971

Dr. John H. Buskey, Project Director
Director, Conferences & Institutes Division
The University of Maryland
Center of Adult Education
College Park
Maryland, 20742

Dear Dr. Buskey:

As a follow-up to our telephone conversation of last week, I wish to convey our positive interest in conducting a workshop in Utah. Attached please find relative information concerning a general outline of the workshop. The objective details of the workshop will be worked out within the immediate future. It would be appreciated if your office could give favorable consideration to this proposal.

If further clarification and/or information is needed concerning our projected workshop proposal, please communicate.

Sincerely,

Brent H. Gubler

Brent H. Gubler, Coordinator
General Adult Education

Attachment

VAUGHN L. HALL, Deputy Superintendent
Office of Adult, Vocational, and Rehabilitation Services

AVARD A. RIGBY, Administrator
Division of Adult Education and Training
Telephone (801) 328-5574

ADULT EDUCATION - MEDIA MINI-WORKSHOP
August 9 - 11, 1971
University Club Building
136 East South Temple

PROGRAM
First Session, Monday, August 9
Rehabilitation Conference Room, East Side, 12th Floor

I. Registration, Introduction and Overview 9:00 - 9:10

Dr. Brent Gubler, Coordinator of Adult Education,
State Board of Education

II. Who is the Undereducated Adult and What is Adult Basic Education? 9:10 - 9:40

Dr. Roy Minnis, Region 8, Program Officer,
Adult Education, USOE

III. Adult Basic Education: The Program in Utah and the ABE-TV Workshop in Maryland 9:40 - 9:50

Dr. Brent Gubler

IV. A Sampling of the Maryland Workshop Product, Discussion, and Instruction 9:50 - 10:30

Dan Kecler, Media Specialist, State Board of Education

V. Break (Registration) 10:30 - 10:50

VI. The Making of a Filmstrip 10:50 - 11:20

Dr. Robert Vern Bullough, Assistant Professor,
Educational Media, University of Utah

II. The Production of a Spot Announcement for Radio 11:20 - 12:00

Wayne Allen, Writer-Producer, KSL Radio

II. Lunch 12:00 - 1:00

Second Session
Rehabilitation Conference Room

IX. The Television Studio and the Television Spot Announcement 1:00 - 1:50

Dean Bradshaw, Media Specialist, State Board of Education
A special KSL-TV, Channel 5 production tour will be conducted by Merrill Dimick, Production Manager

X. Assignments of Workshop Participants to one of three production areas and to production teams 2:10 - 2:25

Area A: TV Spot Announcement Production
Area B: Filmstrip Production
Area C: Audio Tape or Radio Spot Announcement Production

XI. Three Production Areas Orientation Work Assignments and Introduction of Additional Resource People* 2:25 - 3:10

Area A: Dean Bradshaw
Area B: Jack Gillespie
Area C: Dan Keeler

Break 3:10

XII. Production Planning in Groups and Teams

TV Announcements	Filmstrips	Radio Announcements
Area A - Team 1	Area B - Team 3	Area C - Team 5
Media Team 2	Media Team 4	Rehab. Team 6
Prod.	Center	Conference Team 7
Room	Round Table	Room Team 8

* Additional Resource People

Hazel Cummings
Marcia Fleek
Pat Russell
Derrell Dansie
Lynn Jones
Lee Gray

Third Session
Tuesday, August 10
Rehabilitation Conference Room

I.	Brief Day's Orientation - Questions and Answers	8:30 - 8:50
II.	Production Planning and Scripting in Team Production Sessions	8:50 - 10:40
	(Refreshments available)	(10:40)
III.	Progress Report Including Script Reviews and Facilities Assignments	10:40 - 11:15
	State Board Conference Area	
IV.	Team Project Production	11:15 - end of workshop day

Visit can be arranged to Willard Harwood's or to AIDS to Motivation to see demonstration of filmstripping process.

Fourth Session
Wednesday, August 11
Rehabilitation Conference Room

I.	Team Status Reports and Equipment and Facilities Requests	8:30 - 9:00
II.	Completion of Team Production Projects	9:00 - 12:00
	(Refreshments Available)	(10:30)
III.	Lunch (Travel to KUED, University of Utah, 1:00 - 1:30)	
IV.	Production Playback and Critique (KUED Studios)	1:30 - 3:20
VI.	Break	3:20 - 3:30
VI.	Next Steps	3:30 - 4:30

A. Disposition of TV Spots
B. Use of Audio Tapes and Radio Spot Announcements
C. Utilization of Filmstrips
D. Future relationship of Media and Adult Education Personnel

VII.	Workshop Evaluation	4:30 - 5:00

ADULT EDUCATION - MEDIA MINI-WORKSHOP

8/9-11/71

Meeting Areas and Project Assignments

Team	Area	Production Assignment	Chairman	Team Members
1 (TV)	Mon Dr. Lindeman's office Tues South end Board Room Wed *	1/60 sec. ; 1/20 sec. ; 1/10 sec.		
2 (TV)	Mon Media production room Tues Same or * Wed Same	1/60 sec. ; 1/20 sec. ; 1/10 sec.		
3 (Strip)	Mon Round table area Tues Same Wed Same	1/3-5 min. presentation		
4 (Strip)	Mon Miss Adam's office or * Tues Same Wed Same	1/3-5 min. presentation		
5 (Radio)	Mon Rehabilitation Tues Same Wed Same	2/60 sec. ; 1/20 sec. ; 1/10 sec.		
6 (Radio)	Same as above	1/60 sec. ; 2/20 sec. ; 2/10 sec.		
7 (Radio)	*	2/60 sec. ; 1/20 sec. ; 1/10 sec.		
8 (Radio)	*	1/60 sec. ; 2/20 sec. ; 2/10 sec.		

AUG 30 1971

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING, 136 EAST SOUTH TEMPLE STREET
SALT LAKE CITY, UTAH 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

August 27, 1971

Dr. John H. Buskey, Director
Conferences & Institutes Division
Rm 113, Center of Adult Education
University of Maryland
College Park, Maryland 20742

Dear John:

The Adult Education/Media Mini-Workshop was conducted in Utah on August 9-11, 1971. The Workshop was a follow-up to the successful University of Maryland Adult Basic Education Television Workshop conducted during the summer on 1970 at College Park, Maryland. The primary objective of the Utah Adult Education/Media Mini-Workshop was for a school district team (Adult Education and Media Personnel) to produce a public relations educational package for use at the state and/or local level. Following the team format, fifteen school districts involving twenty-three individuals were represented and involved in the August 9-11, 1971 Utah Workshop.

The phase activities of the Workshop were:

1. Overview of the University of Maryland Workshop and Workshop productions.

2. Adult Education and Instructional Media relationships and potentialities.

3. Information and guidance concerning program production using film strips, slides, television, and radio.

4. Production (planning, writing, and producing) of relevant and useable public relations/educational packages.

5. Critique and evaluation of team productions.

6. Next steps:
    a. Disposition of T.V. spots
    b. Use of audio tapes & radio announcements
    c. Utilization of filmstrips
    d. Future relationship of media and adult education personnel

VAUGHN L. HALL, Deputy Superintendent
Office of Adult, Vocational, and Rehabilitation Services

AVARD A. RIGBY, Administrator
Division of Adult Education and Training
Telephone (801) 328-5574

The workshop was planned and conducted on the premise that experts in adult education and instructional media, working in teams for a three-day period of time, would be able to: (1) produce a relevant and useable program package, and (2) return to their districts prepared to work together in the interest of improving adult education through the use of instructional media expertise and facilities.

As relates to the production of relevant and useable program packages, I think that the workshop staff was overly optimistic in expecting workshop teams to produce "polished" packages in three days. This statement should not imply, however, that good productions did not come from the three-day workshop, but merely represents the thinking of the participants. That is to say, the participants were pleased with their productions but felt that they, with minor exceptions, would like to further "polish" their productions before they were used. As relates the second component of the workshop premise, the workshop staff and participants were unanimous in asserting that they were prepared to return to their districts to work together in the interest of improving adult education. In fact, as the participants concluded the workshop by talking about "next steps," the following follow-through activities and commitments were planned.

1. Publication and dissemination of the Maryland Workshop and Utah Workshop scripts.

2. Dubing and dissemination of the Utah Workshop Programs.

3. Conduct follow-through district sessions for the purpose of: (a) "polishing" the Utah productions, and (b) looking at the possibilities of producing additional packages.

4. The Ogden team volunteered to work with the state staff to develop a public relations package that could be used on a state-wide basis.

John, as I survey what happened during the workshop and what has happened since the workshop, I am forced to conclude that the workshop was very successful; therefore, I must congratulate you on the outstanding success of the Maryland Workshop.

Although all of the bills and costs of the workshop have not as of this date been received, I believe that you would be interested in an itemized accounting of the personnel participant costs (see attachment entitled: Miscellaneous Expenditure Voucher, State of Utah, Department of Finance, Salt Lake City, Utah 84114 (#8572).

As per your authorization to expend $1200 (see purchase order 279118) for the Utah workshop, I submit an invoice request to you in the amount of $1200 for the services of: production facilities and equipment; films; materials and art work; and consultant travel. Please make cheque payable to:

Utah State Board of Education
136 East South Temple Street
c/o Dr. Brent Gubler, Coordinator
Salt Lake City, Utah

John, in order to provide you with additional particulars of the workshop, I am attaching several items that were developed and used for the planning and conducting of the workshop. These items are:

a. List of workshop participants
b. Information concerning the loss of talent because of under education
c. Adults are different
d. Workshop schedule
e. Workshop organization letters (8)
f. production scripts *
g. Questionnaire on follow-up activities relating to 1970 National Institute on Instructional Television & Adult Basic Education.
h. Approval request form
i. Workshop approval letter from Herbert F. Smart, July 26, 1971
j. Utah drop-out information
k. Miscellaneous Expenditure Voucher, State of Utah, (#8572)

* Copies of these will be sent as soon as we have them typed and assembled.

Again, I wish to thank you for the leadership and stimulus you have given to Utah. The Workshop was very successful and you are to be congratulated.

Sincerely yours,

Brent H Gubler

Dr. Brent H. Gubler
Coordinator

BG:do

cc. Horst W. Schwermer
Finance Officer

APPENDIX L

Follow-up: NORTHWEST

Barbara Cole
Specialist, ITV & Radio
Oregon Board of Education
942 Lancaster Dr. NE
Salem, Ore. 97310
Telephone: (503) 378-3566

CC

University of Maryland
University College
Conferences and Institutes Division

QUESTIONNAIRE
on
Follow-up Activities Relating To
1970 National Institute on Instructional Television
and Adult Basic Education

RETURN TO: Dr. John H. Buskey, Director, Conferences and Institutes Division, University College, University of Maryland, College Park, Maryland 20742

FROM: Clifford Norris State Director of Adult Basic Education
(your name and address)

Oregon Board of Education

942 Lancaster Dr. NE

Salem, Ore. 97310

1. We propose these kinds of Follow-up activities (if none, please indicate):

We wish to arrange a regional meeting including ABE representatives from Oregon, Washington, Idaho, and Alaska to plan an adaptation of RFD for production and broadcast via ETV stations in the northwest area. It would be desirable to have a consultant who is acquainted with the RFD project attend this meeting. The meeting should be held at the earliest convenient date for the consultant after program approval.

2. The estimated expenses for those activities are as follows (please itemize):

Transportation:	310.00 (Washington/Portland round-trip)	286.
Consultant fee:	200.00 (two days)	200.
Per diem:	50.00 (25.00 per day)	40.
		526
Communication/ Dissemination:	40.00	
Total	~~$600.00~~ 41.20	

-travel handled by UM under standard procedures per telecall 6/23/71. Jeffreys

3. Please direct communications regarding the Follow-up activities to (please designate one individual):

Barbara Cole
Specialist, ITV and Radio
Oregon Board of Education

4. Agency (and individual) which would receive and administer Purchase Order:

Mr. Al Leach
Director, Adult Education Program
Chemeketa Community College
4389 Satter Dr. NE
Salem, Ore. 97303

Thanks so much for your cooperation. Please return this form by June 11, 1971.

JUN 22 1971

OREGON
BOARD OF EDUCATION

942 LANCASTER DRIVE NE. • SALEM, OREGON • 97310 • Phone (503) 378-3569

TOM McCALL
GOVERNOR

BOARD OF EDUCATION
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1010 Corbett Building
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Lake Oswego 97034
EUGENE H. FISHER
Kellogg Route, Box 91
Oakland 97462
W. WARREN MAXWELL
Route 6, Box 144
Lakeview 97630
FRANCIS I. SMITH
600 Morgan Park Building
Portland 97205
FRANK M. WARREN
621 S.W. Alder
Portland 97205
DALE PARNELL
Superintendent and Executive Officer of the Board
JESSE FASOLD
Deputy Superintendent and Secretary of the Board

June 18, 1971

Dr. John H. Buskey
Director, Conferences
and Institutes Division
The University of Maryland
Center of Adult Education
College Park, Maryland 20742

Dear John:

This will let you know that we talked with Boris Frank by telephone, and he is delighted over coming here to confer with us. We are delighted to be able to have him due to your generosity. (So everyone is happy!)

He indicated that mid-July would be a good time for his visit, so we talked about either the 12th-13th or 13th-14th, depending upon the most favorable days for most people who will be coming to the meeting, particularly those from out of state.

I told Mr. Frank that you would no doubt make financial arrangements directly with him, though I am a bit confused now about what you told me with regard to the June 30th deadline. Would you mind clarifying that for me once more?

Mr. Norris will notify the ABE directors in our region about the meeting and will invite them to send representatives to participate. We are most enthused about the prospects of developing an ABE television series in the Northwest. Mr. Frank seemed to think our meeting was very well timed since there is a move in the Midwest to adapt the RFD pattern for regional use there. Who knows? The Mid- and Northwest today -- Voila! -- tomorrow the nation. (Will success spoil ABE?)

All for now, with more anon.

Gratefully,

Barbara

Barbara Cole
Specialist
ITV and Radio

REPORT OF THE MEETING WITH BORIS FRANK, JULY 13-14, 1971

Objective of the Meeting

With financial assistance from the University of Maryland 1970 National Institute on Instructional Television and Adult Basic Education, Boris Frank, Project Director of RFD, was enabled to come to Portland for a two-day meeting to explore the possibilities of developing a telecommunications project patterned after the RFD model for use with adult audiences living in the Northwest region.

Representatives in Attendance

The meeting was held at KOAP-TV, Portland, with the following individuals in attendance:

Clifford Norris, Specialist, Adult and Continuing Education, Oregon Board of Education

Elmer Clausen, Director, Adult Education, Washington State Department of Education

Tom Grigsby, Director, Adult Education, Portland Community College

Bud Proctor, Director, Adult Education, Lane Community College

Gloria Shibley, State Agent, Home Economics, Cooperative Extension Service, Oregon State University

Robert Bell, Program Manager, KOAP-TV, Oregon Educational Broadcasting

Barbara Cole, Specialist, ITV and Radio, Oregon Board of Education

Letters of invitation were sent to George Swift, Department of Education, Alaska, and Marvin Rose, Department of Education, Idaho, but representatives from these two states did not attend.

General Activities

The bulk of the time during the first day of the meeting was spent in orienting the group with regard to the RFD project. Boris provided a back-

ground for the discussion by describing a number of aspects which are key to achieving effective communication with adult audiences. Some of the ideas discussed were as follows:

1. There is a 5% entry rate in ABE classes with a 50% drop-out record.
2. Adult classes are too often reminiscent of unsuccessful elementary/ secondary schooling.
3. It isn't enough just to enroll adults in an educational program; there is a need to assist them after they get in.
4. We haven't been using the media in educational programs as we should be.
5. There is a need to serve people in the home and in settings other than the school.
6. There are motivational needs we must recognize and try to meet.
7. For too long we have depended on "the all or nothing" approach. Programmed instruction was thought to be the answer. Now we know that one device will not do it all. We need a variety of approaches to meet personal needs.
8. The approach to adult education is moving away from emphasis on the three R's. The direction is now toward dealing with coping skills, survival techniques, and the broad area of everyday living.

Boris presented a detailed analysis of the RFD program by delineating the goals of the project as well as the strategies used in their implementation. The major elements described were:

1. The composition of the target audience.
2. The utilization of paraprofessionals.
3. The creation of a variety of supplementary and reinforcing print materials.
4. The production of half-hour magazine format television programs and short duration radio broadcasts.

5. The use of a client ACTION LINE whereby people could telephone their questions to a central receiving point for immediate response.

Prior to the meeting, Boris had sent a supply of a variety of print materials including copies of:

1. RFD ALMANAC
2. RFD NEWSLETTER
3. Rural Education Is a Three-way Street
4. HARD FACTS THAT CONCERN THE RURAL ADULT

Two videotape recordings were also received.

Boris brought with him audiotape recordings of radio broadcasts and radio promotions of the television broadcasts. All of these materials were shared with the meeting participants with the exception of the two video tapes which because they were recorded in high-band color could not be replayed on KOAP-TV's equipment. (KOAP-TV has facilities to replay low-band color videotape recordings only. However, KOAP-TV was able to supply a black and white video tape of an RFD program which the studio had obtained previously by means of the public television network preview service.)

By design, the style of the meeting was very informal which fostered interaction among the participants throughout the two-day session. Boris was interrupted frequently by the participants who wanted further clarification, deeper explanations, or who wished to describe how their particular program compared with something Boris was describing. There was in all a healthy amount of interchange and Boris was always careful to make his explanations thoroughly explicit.

Toward the end of the first afternoon, it became evident from the reaction of the group that the vision of RFD had been transmitted and received with clarity and that in fact a good deal of enthusiasm had been generated.

Three individuals indicated they would not be able to return for the

second day of the meeting, but emphasized their willingness to cooperate in any plan that would be developed to pursue an RFD approach in this region.

During the second day's session, Cliff Norris gave a thorough description of the current status of adult education in Oregon. He outlined the organization of adult classes as administered through the community college system throughout the State. He also indicated what the nature of the legislature's thinking may be in relation to the future development of adult education, its needs, financial support, and so forth. He hopes that the community college system may retain the responsibility of adult education, and not be in competition with the Division of Continuing Education and the role it plays within the State System of Higher Education.

Outcomes of the Meeting

A concern was expressed by Bud Proctor to the effect that he hoped something concrete would happen as a result of our meeting and that we would not just return to our institutions without a plan to further the development of the RFD approach for use here.

Boris then outlined what he saw as the next stage in evolving a plan for the northwest region which would be to explore the possibility of joining the members of the Central Educational Network (CEN) to:

1. Produce a series of 26 color television programs as well as radio counterparts (cut away portions could be arranged in order to allow for locally produced inserts).
2. Design a publicity package to promote the project.
3. Prepare and disseminate the RFD ALMANAC and auxiliary print materials.
4. Provide technical assistance for the implementation of the para-professional program.

The project would be administered through the State Director of Adult

Education in each cooperating state.

It will be necessary to build a broadly-based consortium in order to perpetuate the program. The consortium would include the University of Wisconsin's Educational Communications Center as the hub of the ten adult education regions. Each region would establish an advisory committee from which a representative would be sent to sit on a national advisory board. Each state could have a similar committee which would yield a representative to the regional body.

The participating television stations would submit locally-produced inserts to the production center for appraisal in terms of broader application, and certain of these materials could then be made available to participating stations for further use as appropriate in specific locales (material developed for migrants in Oregon might be equally applicable to migrants in Michigan, for example).

At the moment, KOAP-TV produces a series of programs with a local physician to provide useful information for mothers on the care of infants and children. Such a resource would be of value to the production consortium.

Bert Bell suggested that to help fill a need for local programming prior to the completion of the consortium productions, KOAP-TV could provide some programming corresponding to the format of the present RFD telecasts (without celebrity performances, however). He suggested that this would be a ground-breaker to be used to stimulate interest among the target audience, and to help prepare the way for the initiation of consortium produced broadcasts.

Summary

My assessment of the meeting is that it was at once stimulating and productive. The sessions opened our thinking with regard to the potential benefits to be gained from the activation of such a project. It would give high visibility to adult education which is needed in order to gain support

and recognition at the decision-making levels of legislative and administrative bodies. It will benefit that portion of the adult audience that may never enroll in formal instructional programs.

Boris assured us that within the next 30 to 60 days he would be able to report with regard to CEN's willingness to let us join with the nine mid-western states in pursuit of the consortium goals.

APPENDIX M

Follow-up: SOUTHEAST

USING TELEVISION FOR ADULT EDUCATION IN THE SOUTHERN APPALACHIAN AND TENNESSEE VALLEY REGION

Problem

Educational television is fairly well established in southern Appalachian and the Tennessee Valley region. Two major problems, however, limit the use of television for adult education. Adult education programs which capture and hold the target audience have not been developed. Due to mountains and sparse population in certain areas television reception is poor or unattainable.

Educational television systems have been developed by most of the states. Commercial and cable television stations also provide broad coverage. Each has stated that "prime time" can be made available for adult education programs provided that audience holding programs are created.

Projects funded by section 309 of the Adult Education Act of 1966 have potential for programming in this region. New technology in the transmission of television signals make possible the use of multichannels by one transmitter, coupled with cable television systems. These open up new ways to get to the last man in the deepest valley at a reasonable cost.

By combining the programming potential and newer methods of transmission, a system of televised adult education programs can be created that will hold and challenge its audience. These systems must be as close to the people as is possible. In addition to the viewing of presentations, a means of feedback is a must and two-way communication is desirable.

Each of the states in this region have recently created by Executive Order of its Governors development districts composed of several counties. One of the purposes

of the development district is to foster cooperative planning and development of needed services and programs. The structure of the development district for adult education programming and delivery appears to be an avenue worthy of exploration.

Objective

Based on the need to combine the programming capability and the delivery system for adult education into a unified approach, the objective of this proposal is to:

Plan and conduct a meeting on using television for adult education in the southern Appalachian and Tennessee Valley region.

Procedures

To accomplish the above objective, a staff to plan the meeting would be formulated and it will also conduct such activities as the following.

1. Invite directors of special projects which appear to have programming potential to make a presentation on such projects as:

   Rural Family Development Project--University of Wisconsin

   National Institute on Instructional Television and Adult Basic Education--University of Maryland

   Appalachian Adult Basic Demonstration Project--Morehead State University

   Project Reach--Notre Dame

2. Invite consultants to speak on newer transmission techniques and implications for adult education, such as

   Laser Link Corporation--New York City

   Area cable television engineers

3. Invite "teams" from each of the states and development districts in the southern Appalachian and Tennessee Valley region--Alabama, Georgia, Kentucky,

Mississippi, North Carolina, Tennessee, and Virginia. Teams may be composed of state directors of adult basic education, state directors of educational television, directors of development districts, selected commercial and cable television representatives, local directors of adult basic education programs, local educational television representatives, and others.

4. Select a site for the meeting--Chattanooga. Make all necessary arrangements for consultants and participants.
5. Prepare a report of the meeting and forward it to all participants.
6. Prepare for payment a statement of expenses and payee.

The intent of the meeting is to introduce people at the development district level to the potential and possibility of using television for adult education. The present state of the art of program creation will be presented by directors of special projects. Selected representatives will demonstrate new television transmission technology and how its use can improve the delivery system.

Following the presentations, the development district teams will deliberate on what is presently possible in their district and give an indication of what can be expected in terms of followup and implementation. Hopefully, at least one of the districts will express keen interest. A pilot demonstration in one district may be made if interest is sufficient and sources of funds found.

UTILIZATION of T.V. in Teaching ADULT EDUCATION

HOLIDAY INN DOWNTOWN

Chattanooga, Tennessee

JULY 26 - 27

CONFERENCE SCHEDULE

July 26

Time	*Event*
9:00-11:00	Registration: Lobby of Holiday Inn Downtown.
11:00-12:00	Dr. Rocco Gambacorta: Keynote Address on Needs and Potential of Utilizing T.V. in Adult Education.
12:00- 1:00	Luncheon Banquet.
1:00- 3:00	Dr. Boris Frank: Presentation of Wisconsin Materials Illustrating T.V. Curriculum for Teaching
3:15- 3:30	(Break).
3:30- 5:00	Dr. Boris Frank: Demonstration of Wisconsin Materials and Question and Answer Session.
5:00- 7:00	(Supper).
7:00- 8:30	Small Group Discussion.

July 27

Time	*Event*
9:00- 9:30	(Coffee and Donuts).
9:30-10:00	Dr. Lamar Marchese: Demonstration of Recruitment Kit Illustrating T.V. Program for Adult Basic Education.
10:00-11:00	Mr. Billy J. Glover: Presentation and Demonstration of Maryland Materials.
11:00-11:30	Question and Answer Session.
11:30- 1:00	Lunch: Area Vocational Technical School Cafeteria
1:00- 2:00	Mr. Will Baltin: Lazer Link Concept and Applicability.
2:00- 2:30	Question and Answer Session.
2:30- 3:30	Structured Discussion.
3:30- 5:00	Discussion and Data Collection.

ATTACHMENT D

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FINAL REPORT

CONFERENCE ON THE UTILIZATION OF TV TO TEACH ADULT EDUCATION

Chattanooga, Tennessee
July 26-27, 1971

Ralph R. Balyeat
Conference Coordinator
July 29, 1971

CONFERENCE REPORT

This constitutes a final report of the activities of the Conference on the Utilization of TV to Teach Adult Education held in Chattanooga, Tennessee on July 26-27, 1971. The Conference was made possible through financial assistance received from The University of Maryland's 1970 National Institute on Instructional Television and Adult Basic Education.

Conference Objectives

The two-day Conference was designed to promote regional consideration pursuant to the possibility and feasibility of utilizing the television media in the instruction of adults in the Southeastern region. In light of this goal, the following objectives were stipulated:

a. Stimulate thought pursuant to possibilities of utilizing TV to teach adult education in the Southeastern region.

b. Familiarize participants with programs and activities directed toward employing TV for instructional purposes in adult education.

c. Explore the feasibility of using television to teach adult education in the Southeastern region.

d. Provide participants with opportunity to review the quality and scope of existent TV programs for adult education.

e. Enhance the possibility of regional intra-agency cooperation in planning and conducting future pursuits relevant to the utilization of TV in adult education.

Assessment of the extent to which objectives were achieved, as perceived by program participants, will be tabulated upon return of the Conference Evaluation Sheet (Attachment A) from each participant. Analysis of the returns will be forwarded to Dr. John Buskey along with participants travel and expense statements.

Immediate assessment by persons responsible for development and coordination of the program is provided in the last section on evaluation.

Program Participants

Three primary groups of participants, development district personnel, adult education personnel and TV personnel were invited to attend the conference. Letters of invitation (Attachment B) were extended to directors of those agencies operating in the Southern Appalachian region. Unfortunately, the limited time notification made it impossible for many to attend although there was good cross-state representation. In addition to the three primary agencies, invitations were extended to educational Cooperative Directors, the Appalachian Regional Commission and the Appalachian Educational Laboratory. Although attendance was limited, good representation was achieved as indicated by the following listing of individuals in attendance:

Sarah E. Abernathy, ABE
H. Neil Jackson, ARC
Jarrell Hartsog, ABE
Boris Frank, R.F.D.
Ted Freeman, Ad. Ed.
William Cooperman, EBA
Anita B. Lusk, ABE
Chester Hill, ETV
James P. Baker, Ad. ED.
Rocco Gambacorta, Ad. Ed.
Charles Rhodes, Ed. Lab.
Rodney Claybrook, ABE
Walter Alley, ETV
Polly Claiborne, Ad. Ed.
Ralph Balyeat, U.T.
Jere Farley, T.V.A.
Al Curtis, ETV
Frank Miller, ETV
Jim Cantrell, ETV
George Bair, ETV
Jack Porter, ETV
Kyo R. Jhin, Dev. Dist.
Lamar Marchese, Media
William Wilson, Ad. Ed.
Ralph Mitchell, A.V.T.S.
Will Baltin, Laser Link
B.J. Glover, ABE
Billie Ross, Ad. Ed.
Anne Connelly, U.T.

A more definitive listing, including participants name, title, agency and address is provided in Attachment C. Supplementary to the listing are names of persons unable to attend who indicated, by letter or phone, a desire to participate in future activities. Copies (when available) of program presentations, Boris Frank's materials and Dr. Achilles' paper will be forwarded to these individuals as well as to conference participants (Attachment F).

Conference Activities

The activities followed in fairly close accord to the Conference Program provided in Attachment D. The only real deviation from the schedule was the cancellation of the 7:00-8:30 session which was to be headed by Dr. Richard Meyer, New York City University. Dr. Meyers was unable to attend and it was felt that the robust discussion following Boris Frank's presentation aptly covered the situation.

Following registration, Mr. Jere Farley introduced Mr. Rocco Gambacorta, State Director of Adult Education in New Jersey, as the keynote speaker. Rocco's address primarily stemmed from a 309 proposal submitted to USOE. Some of the thoughts he shared with the group are as follows:

1. Adult basic education, to be more successful, must transcend the traditional pattern of having a student come in to a center. The program must be taken to the student.
2. Is TV a viable, useful media for teaching adult basic education? Adjunct to this question were two problems: (1) TV has a switch therefore the student is not captive in the traditional sense and and (2) TV is, in its present form, a one-way media disallowing feed-back from the student.
3. Essential to the success of using TV as an instructional media is the incorporation of a feed-back mechanism whereby students have direct and immediate contact with the teacher.
4. The psychedelic format of Sesame Street, while very apropos to teaching children, is not appropriate for teaching adults.

5. The immediacy and magnitude of the problem of functional illiteracy in the United States today mandates the development of new strategies, materials, and program delivery formats.
6. The problem of functional illiteracy is rapidly ascending to a status of highest priority in Washington.

The essence of Rocco's address emanated from his presentation of an overview of the 309 project developed under his auspices. While granting that success could not be ensured, he stipulated certain strategies as enhancing the possibility for success. Some of the major points were as follows:

1. Involvement of key business and education influencials in policy determination is essential. This is possibly best achieved through formation of a blue-ribbon advising committee.
2. All personnel, from advisory committee members to paraprofessionals, need to be introduced to fairly extensive training programs prior to the initiation of the project.
3. A feedback system, such as telephone or the RCA button system.
4. Extensive use should be made of paraprofessionals functioning in direct contact with adult students.
5. Pre-testing (for project evaluation) is detrimental to program success and should be available.
6. Some visitation is an essential component in any system employing TV to teach adults.

Rocco concluded his presentation by sharing the project motto with the group.

"If you give a man a fish,
You feed him for a day.

If you teach him how to fish,
You feed him for a life-time."

Following a luncheon buffet, the afternoon of Monday, July 26 was devoted to Boris Frank's presentation of the RFD concept and materials. As part of his presentation, he played one of the radio scripts used in the RFD program, as well as showing a video tape of one of the TV spots. In addition, Boris provided for display a variety of written materials including:

Hard Facts (that concern the Rural Adult... RFD)

Yes, I Want To Know More About RFD (Post-card)

RFD Newsletter

RFD Almanac

About Me and My Money, Part 2, About My Work

About Me

About Me and My Community

About Me and Others

About Me and My Money, Part 1, About My Home

Rural Education is a Three-Way Street

Home-Study Content Center Materials Outline

Prefacing his detailed description of the RFD program, Boris shared some general thoughts regarding the rationale behind the program. Some of the major areas described were:

1. Composition of target audience defined as encompassing rural adults functioning below 12th grade level.
2. Current trend of moving from adult basic education to adult continuing education.
3. Need for and emphasis on coping and living skills prior to introduction of basic skills.

4. Modularization of program based on content center listings.

5. Motivational appeal of employing name stars in program segments.

6. Curriculum designed on Q-sort study of need.

7. Program emphasis on scope or opposed to sequence.

8. Utilization of paraprofessionals.

Following his general remarks, Boris provided the group with a detailed description of the RFD program. The informality of the sessions allowed for considerable inter-play between Boris and the audience. Interrupting questions regarding clarification or extension of an idea were frequent and exceptionally well received by Boris. The days session ended with a rather lengthy and sometimes pointed question and answer interchange between Boris and members of the audience.

On the morning of the second day, the conference site shifted to the WTCI-TV studio. Mr. Walter Alley, station manager, graciously hosted the group, showing them through the studio and providing coffee and doughnuts from 9:00 till 9:30.

The mornings activities then commenced with Larmar Marchese's presentation of the ABE Recruitment Kit developed at Morehead State College. Larmar described the development of the kit, illustrated the printed materials, played one side of the recruitment record, and showed the short film strip. Larmar's presentation, although very good, led to only limited discussion.

Mr. Baker (who I understand is called James only by his mother) graciously conceded to assist Mr. Glover in a presentation of the Maryland materials. Jim did an excellent job of giving an overview of the program and touching on some of the high lights. Mr. Glover shared some of his experiences in the institute

and showed some of the 2" Maryland tape. The morning concluded with a rather rigorous discussion session which I had to terminate due to prior arrangements for lunch.

The group had lunch at the Area Vocational School located next door to the studio. Mr. Will Baltin of the Laser Link Corporation then spoke to the group. He explained the Laser Link System, accompanying his presentation with slides. Considerable discussion evolved as to cost, feasibility, etc. Unfortunately, Will's talk tended to come across with too much "sales-pitch" flavor. Discussion eventually shifted to more general consideration of alternative possibilities. After about an hour of group discussion, it seemed apparent that we had achieved some degree of thought stimulation, idea interchange and interest, but future activity or planning was not within our immediate grasp.

Evaluation

The limited feedback available at this time indicates high interest in participating in the development of follow-up activities. More definitive information will accompany the expense statements.

In light of the objectives stipulated on the Conference Evaluation Sheet, we feel we did achieve a respectable degree of success. The group appeared to be stimulated in thinking about the possibilities and feasibility of utilizing TV to teach adult education in the Southeastern region. Characteristic to the make-up of the group, the question of money would occasionally raise its ugly head.

I believe we succeeded fairly well in familiarizing the group with some of the soft-wear available and providing them with the opportunity to review the material. The degree to which we enhanced the possibility of regional interagency

cooperation or the planning of further pursuits is open to question. The participant's responses should provide some insight as to the answer.

Summary

In summary, I was disappointed with the number of attendants but pleased with the agency and state representation. I feel that the sessions were, in general, stimulating and productive. I was particularly impressed with Boris and feel he had, by far, the greatest impact on the group. Again, the question of money is not easily resolved. The true evaluation of the conference lies in the future. It is my hope that some regional activity will evolve whereas Jere sees more promise in localized development. Either way, the conference succeeds.

As an immediate follow-up activity, I will send to each participant the results of the Evaluation instrument. Also, I am going to request that Boris forward a copy of his materials to the participants and I will send each a copy of Chuck Achilles proposal on educational use of the laser link system. Chuck has agreed to release it for distribution.

Again, I would like to express our appreciation for your willingness to share your funds for it enabled us to plant some seeds which we could not have done without your assistance. Hopefully, they will bare fruit.

Sincerely,

Ralph Balyeat

Ralph Balyeat

APPENDIX N

EVALUATION QUESTIONNAIRE

31 July 1970

EVALUATION QUESTIONNAIRE

UNIVERSITY OF MARYLAND ABE/TV INSTITUTE

The following questionnaire has been created to help us evaluate the success of your Institute. Most of the questions will require you to circle a code letter or mark in the space provided. Some of the questions (numbers 8, 12, 23, 27, 33, 34 and 45) are continued on following pages. Please read the entire question prior to marking your selection.

Your responses will be anonymous. No attempt will be made to identify particular individuals, so we ask you not to write your name on this questionnaire.

CIRCLE THE LETTER OF THE ITEM WHICH APPLIES TO YOU.

1. The area where I live is:

   a urban (inner city)

   b urban (residential)

   c suburban

   d rural

2. The area where I work is:

   a Urban (inner city)

   b urban (residential)

   c suburban

   d rural

3. Please indicate the team number to which you were assigned.

   1

   2

   3

   4

   5

   6

4. How did you hear about the Institute?

   a State ABE Director

   b Supervisor

   c Station Manager

   d NAEB

   e other (specify) _____

5. How were you selected?

   a nominated by supervisor

   b nominated by State ABE Director

   c nominated by Station Manager

   d other (specify) _____

6. Length of residence at your present address:

   a less than 12 months

   b 1 through 2 years

   c 3 through 5 years

   d 6 through 10 years

   e 11 or more years

7. If your answer to question 6 was "less than 12 months," please indicate the area of your previous address:

   a urban (inner city)

   b urban (residential)

   c suburban

   d rural

8. Extent of your formal education:

   a high school graduate

   b some college

   c BA or BS degree

   d BA/BS degree plus some graduate work

   e MA or MS degree

8. (continued)

f MA/MS degree plus some postgraduate work

g Doctorate

9. Years elapsed since the receipt of your highest degree:

a less than 1 year

b 1 through 2 years

c 3 through 5 years

d 6 through 10 years

e 11 years or more

10. Do you hold, or have you ever held a valid state teaching certificate?

a yes

b no

11. Your experience teaching at the elementary school level:

a none

b less than 1 year

c 1 through 2 years

d 3 through 5 years

e 6 through 10 years

f 11 years or more

12. Your experience teaching at the secondary level:

a none

b less than 1 year

12. (continued)

c 1 through 2 years

d 3 through 5 years

e 6 through 10 years

f 11 years or more

13. What is your primary occupation?

a secondary school teacher

b school administrator

c ABE teacher

d teacher trainor or teacher supervisor

e elementary school teacher

f school counselor

g TV Coordinator

h TV Producer/Director

i other (specify) _____

14. Part time employment, if any:

a secondary school teacher

b school administrator

c ABE teacher

d teacher trainor or teacher supervisor

e elementary school teacher

f school counselor

g TV Coordinator

h TV Producer/Director

i other (specify) _____

15. How much ABE experience have you had <u>prior</u> to attending the Institute?

a none

b less than 1 year

c 1 through 2 years

d 3 through 5 years

e 6 through 10 years

f 11 years or more

16. How much TV production experience have you had <u>prior</u> to attending the Institute?

a none

b less than 1 year

c 1 through 2 years

d 3 through 5 years

e 6 through 10 years

f 11 years or more

17. Sex:

a male

b female

18. Age group:

a 20-24

b 25-29

c 30-39

d 40-49

e 50-59

f 60-69

19. Race/Ethnic background:

a Black

b Caucasian

c American Indian

d Spanish American

e Oriental

20. How well organized was the Institute?

a very well organized

b well organized

c adequate

d marginal

e poor

21. Time for productions was:

a too long

b adequate

c too short

22. Time slot for productions (2nd and 3rd weeks) was:

a appropriate

b too late

c too soon

23. Overall, how would you rate the quality of instruction you received in the Institute?

a excellent

b above average

23. (continued)

c average

d below average

e poor

24. The quality of the TV productions made by your team was:

a excellent

b above average

c average

d below average

e poor

25. Did you have specific objectives for attending this Institute?

a yes

b no

26. To what extent did the Institute meet your objectives for attending?

a completely

b mostly

c partially

d little

e not at all

27. How valuable do you feel this Institute experience will be to what you plan to do when you return to your job?

a extremely valuable

b of significant value

c of partial value

27. (continued)

d not very valuable

e not at all valuable

28. Using the following scale, indicate your evaluation of the various aspects of the Institute: 5 (excellent), 4 (above average), 3 (average), 2 (below average), 1 (poor):

a Pre-Institute arrangements ____

b Living accommodations ____

c Eating arrangements ____

d Pre-Institute reading materials ____

e Lecture sessions (1st week) ____

f Work group sessions ____

g Evaluation sessions ____

h Participant-staff communication ____

i Materials available ____

j Production of pilot TV tapes ____

k Recreational activities ____

l Films ____

m Resource personnel ____

n Scheduling for daily activity ____

o Radio-TV facilities ____

p Field trips ____

29. Overall, the length of the Institute was:

a too long

b about right

c too short

30. Was there sufficient opportunity for informal discussion with other participants during the Institute?

a yes

b no

31. Was there sufficient opportunity for informal discussion with the Institute staff?

a yes

b no

32. How much of what you saw, heard and did as a participant in the Institute will be of direct benefit to you in your professional activities?

a practically everything

b a great deal

c a fair amount

d some

e little

f nothing

33. Indicate your proficiency level in each of the following activities <u>prior</u> to your attendance at the Institute, using the following rating code: 5 (very proficient, 4 (good), 3 (fair), 2 (weak), 1 (unable to effectively implement):

a Defining the nature and scope of ABE ____

b Understanding the problems of the ABE student ____

c Assembling curriculum materials for ABE ____

d Preparing audio-visual materials for ABE ____

e Working with other people as a team member ____

33. (continued)

f Teaching ABE ____

g Operating a TV camera ____

h Operating an audio board ____

i Operating a TV switcher ____

j Using television as an instructional tool ____

k Using to advantage the "special capabilities" of TV ____

l Discussing the advantages/disadvantages of various systems of instructional television ____

m Interpreting a list of TV terminology ____

n Establishing objectives for the use of TV in ABE ____

o Interpreting a list of ABE terminology ____

34. As a result of having participated in the Institute, how would you rate yourself in the following activities, using the rating code established for question 33 above:

a Interpreting a list of ABE terminology ____

b Establishing objectives for the use of TV in ABE ____

c Interpreting a list of TV terminology ____

d Discussing the advantages/disadvantages of various systems of instructional television ____

e Using to advantage the "special capabilities" of TV ____

f Using television as an instructional tool ____

g Operating a TV switcher ____

h Operating an audio board ____

i Operating a TV camera ____

34. (continued)

j Teaching ABE ____

k Working with other people as a team member ____

l Preparing audio-visual materials for ABE ____

m Assembling curriculum materials for ABE ____

n Understanding the problems of the ABE student ____

o Defining the nature and scope of ABE ____

35. To what extent did the Institute activity encourage you to share your particular knowledge and expertise with the other participants?

a a very great deal

b a significant amount

c a fair amount

d some

e very little

36. Do you feel your Institute experience has increased your effectiveness in meeting the needs of ABE?

a yes, substantially

b yes, partially

c don't really know

d probably not

e not at all

7. Do you plan to work with other Institute participants from your state in implementing what you have learned from the Institute?

a yes, have definite plans

b yes, intend to make plans

c don't know as yet

d probably not

8. Do you plan to communicate with the Institute staff on a professional level after you have returned to your home state?

a yes, have definite plans

b yes, intend to make plans

c don't know as yet

d probably not

39. How frequent do you think this communication will be?

a frequently

b occasionally

c infrequently

d no communication likely

0. What will the nature of communications be?

a teacher-trainor workshops

b TV workshops

c develop promo series

d other (specify) _____

41. What overall rating would you give to the Institute?

a excellent

b above average

c average

d below average

e poor

42. Which of the following areas, if any, would need improvement <u>before</u> an institute of this type should be repeated? (Place check mark in space when appropriate.)

a	Selection of participants	____
b	Pre-Institute arrangements	____
c	ABE curriculum	____
d	TV curriculum	____
e	Orientation	____
f	Staff	____
g	Resource people	____
h	Equipment available for use	____
i	Administration of stipends and travel expenses	____
j	Living accommodations	____
k	Activity scheduling	____
l	Other (specify)	____

_____

_____

_____

43. The ABE people on your team were:

a extraordinarily competent

b above average

c competent

d average

e below average

f inexperienced

44. The TV people on your team were:

a extraordinarily competent

b above average

c competent

d average

e below average

f inexperienced

45. Define the following terms in one short phrase:

a target population

b GED

c fade to black

d reading level

e zoom

f put in the can

g individualized instruction

h super

i punch up

45. (continued)

j programmed instruction

k CCTV

l instructional objectives

m ITV

n CAI

o ESL

p NAEB

q functional illiterate

r slow dolly

s cultural bias

t roll

We appreciate your cooperation on this questionnaire. Your responses will help us to tailor future Institutes to the real needs of the participants. This questionnaire has been a step in that direction. In addition, if you feel there is something we should know about the Institute which was not covered in the previous questions, please indicate such in the space below.

THANK YOU AGAIN FOR YOUR COOPERATION

ERIC Clearinghouse
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on Adult Education